



2019-2020
Model Arab league
BACKGROUND GUIDE
Arab Social Affairs Ministers

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National
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on US-
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Relations



Original draft by Alyssa Pascoe, Chair of the Arab Social Affairs Ministers at the 2020 National University Model Arab League, with contributions from the dedicated staff and volunteers at the National Council on U.S.-Arab Relations

Honorable Delegates,

It is with great honor and excitement that I welcome you all to the 2019-2020 season of Model Arab League. My name is Alyssa Pascoe, and I will be serving as the Chair for the Council on Arab Social Affairs Ministers at both the National University Model Arab League and the Northeast Regional Model Arab League. I am a junior at Northeastern University in Boston, Massachusetts, double majoring in International Affairs and Politics, Philosophy, Economics, concentrating in Public & Economic Policy, with minors in History and Law & Public Policy. I have been active in Model Arab League for the past two years and have had such an incredible experience learning about Arab politics whilst working alongside motivated students from across the globe. I have also participated in Model United Nations conferences since middle school, in the United States, China, and Malaysia. My experience with Model Arab League has cultivated skills that I use every day, and I cannot wait to see what it brings out in you.

This committee will be covering a wide range of issues relating to social challenges Arab League states are currently facing. These issues are critical to the lives of millions, and I expect all participants in this committee to approach these topics with maturity and respect. To achieve this, I hope you all explore your research in depth, utilizing this background guide and its suggested resources, in addition to the information you find yourselves. The questions and resources are provided to assist with understanding your state's policies and practices

I am looking forward to a phenomenal year as you collaborate with one another to draft policy solutions to these pressing challenges. I cannot wait for this committee to begin, and please feel free to reach out with any questions you come across during your personal research.

All the best,

Alyssa Pascoe
Chair, Council on Arab Social Affairs Ministers

Topic I: Examining methods to protect and ensure the religious rights of refugees, with additional focus on individuals who belong to a religious minority.

I. Introduction to the Topic

A. General Background

The 22 member states of the Arab League are comprised of individuals of diverse religious backgrounds.¹ Islam is the religion with the largest number of adherents in the MENA region, with its members mainly following Sunni Islam or Shia Islam.² The differences between these two branches has resulted in sectarianism, which divides people based on their interpretation of religion. When this is the case, adherents of one branch may face discrimination from those of the majority branch.³

The League of Arab States also contains sizable populations following Christian, Yazidi, Druze, and Jewish faiths, among others. Adherents to these religions are some of the most persecuted, and face challenges on a variety of levels, impacting their economic success and social mobility. For the Yazidi people, persecution has reached a level that involves genocidal violence from terrorist organizations.⁴

B. History in the Arab World

Due to numerous conflicts across the MENA region, millions have been displaced from their former communities. For some, their religious identity only distinguishes themselves as different from their neighbors; for others, different religious identity leads to formal persecution resulting in violence and displacement. Many who are displaced now reside in a community where their religion is not represented, meaning they may simply lack the ability to practice their religion due to fear of continued persecution.

Refugees from minority religious backgrounds struggle in a variety of ways, including the lack of structural mechanisms to practice their religion in refugee camps. Practicing religion can

¹ Abutin, Dominique (2005). "The Demography of the Arab World and the Middle East from the 1950s to the 2000s." *Institut National D'études Démographiques*. https://www.cairn-int.info/article-E_POPU_505_0611--the-demography-of-the-arab-world-and-the.htm

² Council on Foreign Relations (2017). "The Sunni-Shia Divide." *Council on Foreign Relations*. <https://www.cfr.org/interactives/sunni-shia-divide#!/sunni-shia-divide>

³ BBC (2016). "Sunnis and Shia: Islam's ancient schism." *BBC*. <https://www.bbc.com/news/world-middle-east-16047709>

⁴ SBS News (2018). "Who are the Yazidis and why are they persecuted?" *SBS News*. <https://www.sbs.com.au/news/who-are-the-yazidis-and-why-are-they-persecuted>

provide an excellent source of emotional and spiritual healing for trauma-stricken individuals, especially as they adapt to a new life away from their original community.⁵

The Coptic people represent the largest Christian population in the MENA region, with the majority of adherents residing in Egypt, and additional adherents in Sudan and Libya.⁶ Due to a variety of cultural factors, animosity against Coptic Christians has risen greatly, pushing them out of their homes and into other states. Increased animosity against Coptic Christians threatens their safety and security, and forces many to become refugees and migrants.

The Yazidi people are an ethnoreligious group located primarily in Iraq, Syria, and Turkey, with some of the population having fled as refugees to Europe. The Yazidi people have faced severe persecution and cultural genocide by members of ISIL and other religious extremist groups due to their Yazidi faith. Numerous massacres have resulted in the deaths of thousands, and increased the diaspora of Yazidi people.⁷ It is estimated that over 7,000 Yazidis have been kidnapped by ISIL, and suffer from abuses including forced religion conversion, torture, and sexual slavery.⁸

C. Finding a Solution to the Problem: Past, Present, and Future

In developing solutions to this issue, one must take into account the religious diversity across the MENA region, and what religions are being targeted in what ways. One major challenge involves the role of state sovereignty. Delegates must be careful in ensuring that any proposed document does not infringe upon the policies of any state. Even with differing national policy, states can explore measures to curtail religious discrimination, and ensure the protection of religious rights. Additionally, delegates must ensure that any proposed course of action looks at the historical roots behind persecution of religious minorities to assure that the situation will not be further escalated.

II. Questions to Consider in Your Research

- What are the main religious minorities in my state? Do they currently face any form of political or social persecution?
- What political barriers exist in my state that would impede a resolution to this problem?

⁵ Wilson, Erin. (2016). "The refugee crisis and religion: Beyond physical and conceptual boundaries." *Social Science Research Council*. <https://tif.ssrc.org/2016/12/01/the-refugee-crisis-and-religion/>

⁶ Sherwood, Harriet (2018). "Christians in Egypt face unprecedented persecution, report says." *The Guardian*. <https://www.theguardian.com/world/2018/jan/10/christians-egypt-unprecedented-persecution-report>

⁷ Tagay, Sefik (2017). "The 2014 Yazidi genocide and its effect on Yazidi diaspora." *The Lancet*. <https://www.sciencedirect.com/science/article/pii/S0140673617327010?via%3Dihub>

⁸ Cetorelli, Valeria (2017). "Mortality and kidnapping estimates for the Yazidi population in the area of Mount Sinjar, Iraq, in August 2014: A retrospective household survey." *PLOS Medicine*. <https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1002297>

- Has my state undertaken any efforts towards promoting tolerance and inclusion of other religions?
- What are some successful measures states have taken to ensure religious protections?

III. Questions a Resolution Might Answer

- What League-wide measures can be developed to help promote religious tolerance and inclusion?
- How can states implement measures to protect religious freedoms for refugees, and provide them with the resources needed to practice religion?
- What considerations must be made in regards to state sovereignty and cultural norms?
- How can the League ensure that potential religious tensions will not escalate?

IV. Additional Resources

- [Minority Rights Group International - The Copts of Egypt](#)

An informative report on the experiences and challenges faced throughout history for the Coptic people, as well as the challenges present in Egypt today.

- [Foreign Policy Research Institute - Religious Minorities in the Modern Middle East](#)

A useful article for understanding the basic information regarding some of the religious minorities present in the Middle East, as well as some of the modern conflicts religious groups are threatened by.

- [Council on Foreign Relations - The Sunni-Shia Divide](#)

Details the differences between the Sunni and Shia divisions in Islam, as well as the issues and tensions between the two.

- [Middle East Institute - Sectarianism in the Middle East and Asia](#)

This page explores religious divides along sects in the MENA region, and background behind the magnitude of this situation. Additionally, papers relating to sectarianism are linked at the bottom of the page, which can be useful for additional research.

Topic II: Formulating ways to increase access to mental health care resources, with a focus on treatment for post-traumatic stress disorder related cases of people from zones of conflict.

I. Introduction to the Topic

A. General Background

Mental health is a critical issue worldwide, with United Nations Secretary General António Guterres proclaiming that action is needed across the globe to ensure better mental well-being.⁹ This is especially important in the Arab Region, as civil war, terrorist insurgency, and the repercussions of the Arab Spring have fueled violence, which in turn can plant the seeds of trauma. Experiences with trauma often leads to the development of mood disorders, such as post-traumatic stress disorder, which is understood as a “response to a stressful event or situation of an exceptionally threatening or catastrophic nature, which is likely to cause pervasive distress.”¹⁰ Experiences with trauma are understood to have a drastic impact on one’s well-being, and individuals suffering require a special course of support. Post-traumatic stress disorder is especially prevalent in refugee communities that have undergone tumultuous experiences and are learning to recover from the past harms.

B. History in the Arab World

The stigma surrounding mental illness in the MENA regions is rooted in cultural understandings and perceptions of mental illness.¹¹ Some individuals view it as a Western phenomenon, or that the approaches used to remedy health issues come from a foreign neo-colonial lens. In order to best understand the stigma, one must look at the religious and cultural understanding across all states. The lack of education on what mental illness is fuels the stigmatization of mental illness, and hinders people from seeking psychological support.

Six MENA states do not have legislation on mental health policy, which greatly impedes the ability of its citizens to receive state support.¹² For some states this legislation was developed half a century ago, raising the possibility that its provisions are inadequate or outdated. A lack of

⁹ United Nations (2018). “One in Five Youth Face Mental Health Problems, Secretary-General Says, Calling for Attitude Change to End Stigma, in Message for International Observance.” *United Nations*. <https://www.un.org/press/en/2018/sgsm19283.doc.htm>

¹⁰ ICD-10 (2016). “Mental and behavioral disorders: Neurotic, stress related and somatoform disorders: Reaction to severe stress, and adjustment disorders: Post-traumatic stress disorders.” *World Health Organization*. <https://icd.who.int/browse10/2016/en#/F43>

¹¹ Sewilam, Ahmed (2015). “Suggested avenues to reduce the stigma of mental illness in the Middle East.” *International Journal of Social Psychiatry*. https://www.ghdonline.org/uploads/2015_-_Ahmed_Sewilam_-_Suggestedavenuestoreducethestigmaofmentalillnessinretrieved_2015-05-21.pdf

¹² Okasha, A. (1999). “Mental Health Services in the Arab World.” *Eastern Mediterranean Health Journal*. http://applications.emro.who.int/emhj/0502/EMHJ_1999_5_2_223_230.pdf

mental health legislation also means that states may not have regulations on training and standards for professionals, meaning that treatment can be variable.

Trauma-linked mental illness is common for individuals in zones of conflict, especially in the case of Palestine. Frequent experiences with violence impact an individual's sense of security, which is critical for healthy cognitive development of children. It is estimated that 59% of Palestinian children are in the clinical range for PTSD symptoms, and 50% have some form of depression.¹³ An individual's condition can grow more severe without proper treatment and can have long-lasting impacts on future success.¹⁴

C. Finding a Solution to the Problem: Past, Present, and Future

Without a comprehensive League-wide framework, mental health will continue to be an issue that is overlooked, and millions of individuals will continue to be deprived of adequate care. To combat this problem, it is fundamental that states work with one another to explore various mechanisms that address mental health challenges for all citizens. There are a variety of avenues that can be explored to support mental wellbeing through non-medical means, such as meditation and support networks, which are important alternatives to consider. Delegates may want to consider programs for psychotherapy, as well as policies and funding for medications. In addition to these mechanisms, delegates must also look at ways to combat the mental health stigma across the MENA region, and whether there is an ideal method to spread information and combat misunderstandings.

Additionally, improving mental health resources can support refugees in their integration into a new society. Programs that support mental and emotional well-being help individuals with their transition into a new environment, and allow for a successful life moving forward. States with refugee populations should consider the accessibility of solutions, and ways to improve the provision of care in refugee camps.

II. Questions to Consider in Your Research

- Is mental health socially stigmatized in my state, and are there any measures that could be done to encourage a new perception?

¹³ Thabet, Abdelaziz (2016). "The Relationship between War Trauma, PTSD, Depression, and Anxiety among Palestinian Children in the Gaza Strip." *Health Science Journal*. <http://www.hsj.gr/medicine/the-relationship-between-war-trauma-ptsd-depression-and-anxiety-among-palestinian-children-in-the-gaza-strip.php?aid=11302>

¹⁴ Lavi, Tamar (2005). "Palestinian Youth of the Intifada: PTSD and Future Orientation." *Journal of the American Academy of Child & Adolescent Psychiatry*.
<https://www.sciencedirect.com/science/article/pii/S0890856709622218?via%3Dihub>

- Are mental healthcare resources easily available to residents of my state, or are there measures that should be done to increase access?
- Are there any events in my state's history that are linked to a rise in post-traumatic stress disorder? Does my state have any measures to help these people recover and reconcile with their trauma?
- Is my state monitoring information regarding mental health currently, and if so, what do these statistics show about the mental well-being in my state?

III. Questions a Resolution Might Answer

- How can the League of Arab States work with existing NGOs to increase access to mental healthcare resources?
- What steps must the League of Arab States take to ensure that refugees are given access to mental health professionals and facilities?
- How can member states work to develop a comprehensive League-wide policy on mental healthcare, taking into account economic and cultural differences?
- How can the League of Arab States specifically tackle the stigmatization of mental health, and increase education on behavioral and mood disorders?

IV. Additional Resources

- [Brooking's Institute - Syria's Mental Health Crisis](#)

Does an excellent job at explaining the horrific events that occurred in Syria this past decade, and the influence these events had on the lives of many refugees.

- [Johns Hopkins Center for Humanitarian Health - The Mosul Trauma Response](#)

This article explores the role of trauma care in conflict, the protection of critical infrastructure, and the need for support in mechanisms that improve the provision of healthcare.

- [World Health Organization - Mental Health Action Plan 2013-2020](#)

Illustrates the World Health Organization's objectives towards mental health, and the way in which the organization aims at promoting accessibility.

- [World Health Organization - Mental Health Atlas 2017](#)

The World Health Organization's guide for countries developing and planning mental health services. Provides detailed guidelines that could be successful in a resolution.

- [World Psychiatry - Mental health services in the Arab world](#)

Provides clear information about states in the Arab League and their actions in regards to mental health policy and provision of resources, which helps with assessing whether a state is providing sufficient support to its population.

Topic III: Developing policies and reforms to protect migrant workers from potential abuse and human rights violations.

I. Introduction to the Topic

A. General Background

A migrant worker is defined by the International Labour Organization (ILO) as “a person who migrates or who has migrated from one country to another with a view to being employed other than on his own account.”¹⁵ For individuals coming from poorer countries, migration appears to be the best avenue towards a prosperous future. Economic globalization has opened doors for many, while also providing job opportunities not previously available, this in turn has led to a massive rise in migration. Individuals come from inside and outside of the MENA region and typically travel to wealthy nations, such as Saudi Arabia, Qatar, and the UAE. However, many of these workers arrive only to be exploited by their employers, whether through minimal wages or inhumane working conditions. This may also involve forced labor, or debt-based slavery. Exploitation of rights is further exacerbated by the fact that these individuals are outside their country of citizenship, thus potentially complicating their legal rights.

B. History in the Arab World

Article 31 of the Arab Charter on Human Rights states that, “Free choice of work is guaranteed and forced labor is prohibited.”¹⁶ Thus, the exploitation of labor through slavery is clearly not allowed in the League of Arab States. Although this is clearly outlined in the Arab Charter, many states fail to monitor the treatment of migrant workers, meaning that there are gaps when trying to piece together a state’s relationship with migrant workers, and there is potential for instances of forced labor to be overlooked. Proper monitoring and oversight are needed to help document the treatment that migrant workers receive.

Many of the laborers travelling to wealthy Gulf States arrive to conditions they did not anticipate, and they may be subject to poor salary and restricted freedom of movement.¹⁷ Lack of government involvement towards combating injustices is creating a system that overlooks the needs of migrant workers and subjects them to undue levels of suffering. Many migrant workers

¹⁵ Ethical Trading Initiative (2019). “Migrant workers.” *Ethical Trading Initiative*. <https://www.ethicaltrade.org/issues/migrant-workers>

¹⁶ League of Arab States (2004). “Arab Charter on Human Rights.” *Office of the United Nations High Commissioner for Human Rights*. https://www2.ohchr.org/english/law/compilation_democracy/arabcharter.htm

¹⁷ The Economist (2013). “The Middle East’s migrant workers: Forget about Rights.” *The Economist*. <https://www.economist.com/middle-east-and-africa/2013/08/10/forget-about-rights>

lack a formal support system and are frequently at the will of their employers for housing and the right to work.¹⁸

The Kafala system is a sponsorship mechanism used to monitor migrant workers by states in the Gulf Cooperative Council (GCC), as well as in Iraq, Jordan, and Lebanon.¹⁹ Proponents of the Kafala system advocate that it creates avenues for employment of individuals from developing states, though numerous NGOs have spoken out over concerns about human rights violations. The Kafala system is criticized internationally for abuses towards workers, with arguments that it fuels labor exploitation and trafficking.²⁰ Employers are given excessive power over workers, and can have control over movement, residency, and salary. Some Arab League states claim to have repealed or reformed the system,²¹ though this has raised concerns that states are only decreasing transparency and doing little to enforce compliance.²²

C. Finding a Solution to the Problem: Past, Present, and Future

In devising solutions to this issue, one must take into account whether states maintain policies or protections for migrant workers specifically, and if further measures are needed to ensure humane treatment. The role of unions and policies for specific protections may be examined as mechanisms to remedy the situation. Additionally, infrastructure and other support mechanisms can be developed for migrant workers to improve quality of life. Moreover, delegates should look at potential legal mechanisms for human rights abuses, and what the best course of action would be to ensure that states and corporations comply with regulations.

Furthermore, the “International Convention on the Protection of the Right of All Migrant Workers and Members of Their Families” can be useful in guiding what policies states should work towards implementing. Although this convention is only applicable to a handful of states, its guidelines may be helpful in demonstrating some of the areas that states must focus on when ensuring protections. Additionally, Qatar’s recent changes to the exit permit system for migrant workers can act as a model for policy reforms to the Kafala system.²³ By analyzing which policy

¹⁸ Wiltz, Theresa (2016). “States Struggle to Provide Housing to Farmworkers.” *The Pew Charitable Trusts*. <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2016/05/02/struggle-to-provide-housing-for-migrant-farmworkers>

¹⁹ Khan, Azfar (2011). “Reforming the Kafala: Challenges and Opportunities in Moving Forward.” *Asian and Pacific Migration Journal*. <https://journals.sagepub.com/doi/pdf/10.1177/011719681102000303>

²⁰ Amnesty International (2019). “End Kafala: Justice for Migrant Domestic Workers in Lebanon.” *Amnesty International*. <https://www.amnesty.org/en/latest/campaigns/2019/04/lebanon-migrant-domestic-workers-their-house-is-our-prison/>

²¹ Amnesty International (2016). “Qatar: Migrant Workers Still at Risk of Abuse Despite Reforms.” *Amnesty International*. <https://www.amnesty.org/en/press-releases/2016/12/qatar-migrant-workers-still-at-risk-of-abuse-despite-reforms/>

²² Human Rights Watch (2009). “Bahrain: Migrant Workers Denied Pay, Right to Travel.” *Human Rights Watch*. <https://www.hrw.org/news/2009/11/04/bahrain-migrant-workers-denied-pay-right-travel>

²³ Ghani, Faras (2018). “Qatar lifts exit permit system for migrant workers.” *Al Jazeera*. <https://www.aljazeera.com/news/2018/09/qatar-lifts-exit-permit-system-migrants-workers-180905092910224.html>

changes have been successful and which have not, Arab League states can develop a comprehensive solution.

II. Questions to Consider in Your Research

- Does my state have any legal measures in place that focus on the protection of the rights of migrant workers?
- Are there any statistics of the exploitation of the workforce in my state?
- What is the status on occupational unions in my state - are they legal, and if so, are there special unions focusing on the issues of migrant workers?
- What specific sectors do the majority of migrant workers in my state participate in? Do other workers in this sector receive different treatment?

III. Questions a Resolution Might Answer

- How can states create methods to give a voice to migrant workers across the League of Arab States?
- What measures are needed to help states improve monitoring the rights of workers and increase workplace transparency?
- Will any form of prosecution be used against individuals and corporations who violate the rights of migrant workers?
- In what ways can the League of Arab States promote improved housing infrastructure for migrant workers?

IV. Additional Resources

- [International Labour Organization - Gender & Migration in Arab States, The Case of Domestic Workers](#)

Explores the roles of women workers migrating across the Arab States, and provides useful statistics about the treatment of women in the workforce.

- [Economic Policy Institute - Temporary Labor Migration Programs](#)

Provides a detailed explanation on the global framework for temporary labor migration, and the structures that provide support and challenges.

- [International Convention on the Protection of the Right of All Migrant Workers and Members of Their Families - 18 December 1990](#)

An interesting United Nations treaty that could be used to provide inspiration towards what policies are needed to protect the rights of migrant workers. While only Algeria, Egypt, Mauritania, Morocco, and Syria have ratified the treaty, guidelines illustrated in this convention may be useful in illustrating what states should seek to protect migrant workers.

- [International Labour Organization - Pathways and responses for the Arab States](#)

An in-depth article that provides an excellent analysis of the challenges faced by migrant workers today, as well as suggestions for states to move forward.

Topic IV: Formulating methods to expand and improve early childhood education throughout the region.

I. Introduction to the Topic

A. General Background

Education has always been understood as an important element of society and is necessary to ensure that a state's population will be prepared for a successful future. In order to ensure high standards of education, states develop benchmarks for what children should learn at various ages, which are supported by research on child brain development.²⁴ Thus, many of the educational recommendations that exist worldwide are not arbitrary, but rather supported by decades of research aimed at what best prepares children for the next steps in their lives.

Early childhood education (ECE) is the branch in education that includes children from infancy up to the age of eight. This is a critical period of development for children, as experiences greatly impact brain development, which influences their preparedness for future schooling and their overall success. In this stage, children develop skills involving cognition and problem solving, as well as a formal understanding of language and writing. Furthermore, many early childhood education programs focus attention on the development of motor skills, which helps improve physical health.

B. History in the Arab World

Education varies widely across the Arab League, as states have differing financing and budget allocation going towards schooling. Poor funding means that schools may be unable to provide educational material such as books, or lack proper infrastructure to keep students safe. This also impacts the quality of educators present, as funds are necessary to train and hire qualified professionals.

For students that are in schools, there is also an issue regarding the quality of education they receive, with 43% of Arab primary students not receiving quality instruction in reading and mathematics,²⁵ as qualified by UNESCO's 2013/14 Education for All Global Monitoring Report

²⁴ International Labour Office of Geneva (2014). "Meeting of Experts on Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel." *International Labour Organization*. https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/normativeinstrument/wcms_236528.pdf

²⁵ Ghanem, Hafez et al. (2013). "Arab Youth: Missing Educational Foundations for a Productive Life?" *The Brookings Institution*. https://www.brookings.edu/wp-content/uploads/2014/02/arabworld_learningbarometer_en.pdf

.²⁶ Thus, children could be attending school on a regular basis, but would not be receiving a quality education, and would be struggling to catch up with their peers in other areas. Children of less affluent families remain underserved, especially when the only access to early education is through private, expensive measures. This impacts children as they are unable to develop at the same rate as their peers, and potentially placing them at a disadvantage in the future.

C. Finding a Solution to the Problem: Past, Present, and Future

In order to reach a successful resolution to this issue, several key areas must be explored. Delegates should look towards state policy and requirements regarding the educational mandate, and whether early childhood education is made a priority. Analysis is needed on whether current efforts are enough to support child development, or if states should be working harder to improve the quality of education and programs.

Additionally, states must look at the funding that goes towards early childhood education, and whether sufficient measures are taken to support educator training and infrastructure. Without proper tools for education, a state will struggle in giving its youngest members proper development, which will impact their success in the workforce later on in life.

The Kingdom of Jordan is one of the leading countries in early childhood education and can be looked at as a model for states to follow. Jordan has found success through keeping 82% of its young population engaged in childhood development activities.²⁷ This translates to improved health and low child mortality, while also investing in human resources for the future.²⁸ States can look at Jordan's successes motivating research involving the sector of early childhood education and, in turn, promoting future investment.

There is also the need for improved education programs in refugee camps. This may involve developing League-wide standards of education, or curriculum requirements for early education. Proper funding is vitally needed to ensure long-term quality education at refugee camps.²⁹ The

²⁶ UNESCO (2014). "EFA Global Monitoring Report: Teaching and Learning: Achieving quality for all." *UNESCO*. https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000225660&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_2b1516f2-c6df-4518-9c96-28656c767fa1%3F_%3D225660eng.pdf&updateUrl=updateUrl8526&ark=/ark:/48223/pf0000225660/PDF/225660eng.pdf.multi&fullScreen=true&locale=en#%5B%7B%22num%22%3A824%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D

²⁷ World Bank (2012). "Early Childhood Development in Jordan." *World Bank*. <https://www.worldbank.org/en/country/jordan/publication/ecd2015>

²⁸ Al-Hassan, Omayya (2018). "Developments of early childhood education in Jordan." *Association for Professional Development in Early Years*.

<https://www.tandfonline.com/doi/abs/10.1080/09575146.2018.1512562?journalCode=ceye20>

²⁹ UNHCR (2019). "Education in emergencies." *UNHCR*. <https://www.unhcr.org/left-behind/education-in-emergencies/>

use of accelerated education programs could be helpful in refugee camps by helping students with gaps in education catch up with their peers.

II. Questions to Consider in Your Research

- What is the mandate of education in my state? Does my state have policies in place ensuring access to quality early childhood education?
- Are the educational systems currently in place in my state doing enough to prepare citizens for future academic and professional endeavors?
- Does my state provide adequate pay and training for professionals involved in the education sector?
- What is the status of the educational infrastructure within my state, and are there quality resources available for students at all grade levels?

III. Questions a Resolution Might Answer

- How can states ensure access to education for children living in refugee camps and other temporary residency measures?
- What measures are required to standardize educational systems and improve infrastructure across the League of Arab States?
- How can the League of Arab States develop support systems for families and children in educational systems?
- In what ways can states better support skilled professionals in the field of early childhood education?

IV. Additional Resources

- [International Labour Organization - Early Childhood Education](#)

Detailed information about the crucial nature of early childhood education, as well as links to ILO and UN policies relating to this issue.

- [UNICEF - Early Childhood Education](#)

Provides background on early childhood education, as well as information on potential avenues that states could follow.

- [Arab Network for Early Childhood Development](#)

Website of an NGO that looks at improving development education — would recommend checking out the links all across the page.

- [Education For All Global Monitoring Report - Education in the Arab States](#)

This report provides useful statistics about education across the Arab States. While it may not have a specific focus on early childhood education, it gives background as to which states are succeeding and struggling when it comes to education and what is needed to improve quality of learning.