**Country:Qatar**

**Committee: UNESCO-2**

**Agenda Item: Barriers to Education in Conflict-Affected Countries**

 It occupies the small Qatar Peninsula on the northeastern coast of the Arabian Peninsula and shares its sole land border with neighbouring Gulf Cooperation Council monarchy Saudi Arabia to the south, with the rest of its territory surrounded by the Persian Gulf.**Petroleum and natural gas** are the cornerstones of Qatar's economy and account for more than 70% of total government revenue, more than 60% of gross domestic product, and roughly 85% of export earnings. Qatar has the world's third largest proven natural gas reserve and is the second-largest exporter of natural gas. The education system in Qatar is jointly directed and controlled by the Supreme Education Council (SEC) and the Ministry of Education and Higher Education (MOEHE) at all levels. Healthcare standards in Qatar are generally high.Qatar’s life expectancy is about 80,23. The economy of Qatar is one of the richest in the world based on GDP per capita, ranking generally among the top ten richest countries on world rankings for 2015 and 2016 data compiled by the [World Bank](https://en.wikipedia.org/wiki/World_Bank" \t "_blank), the [United Nations](https://en.wikipedia.org/wiki/United_Nations" \t "_blank), and the [International Monetary Fund](https://en.wikipedia.org/wiki/International_Monetary_Fund" \t "_blank) (IMF). Qatar's gdp per capita 50.805,46 USD (2020).

            Countries need strong, resilient and inclusive education systems that promote learning, life skills, and social cohesion. However, systems struggle to deliver education services in adverse contexts such as armed conflict, natural disasters, political crises, health epidemics, and pervasive violence. In these contexts, exclusion and inequities could aggravate fragility but education plays a singular role to prevent violence and to also help mitigate the risks associated with such adversities and help children and youth to succeed despite severe challenges. Countries with fragility, conflict, or violence contexts represent the biggest challenges to achieving the United Nations Sustainable Development Goals of ensuring inclusive and equitable quality education and promoting lifelong learning for all.

          In 2016, UNICEF reached 11.7 million children in emergencies. Efforts included providing formal and non-formal learning opportunities and materials, teacher training and offering life skills classes.UNICEF alone reaches 45% of children in need of education services in emergencies.UNICEF is currently hosting the secretariat of Education Cannot Wait, which has mobilized over US$113 million from government donors and a pledge of US$100 million in both financial and in-kind support from the private sector.UNICEF calls on partners to:Integrate all uprooted children – migrants, refugees, internally displaced, asylum seekers or unaccompanied – into the education system where they live.Invest in high-quality learning opportunities suited to the different needs of children who have been uprooted from their homes:Including dedicating a greater percentage of funding earmarked for humanitarian crises worldwide to adequately and predictably finance the provision of education in emergencies.Including providing services such as psychosocial counselling, language instruction and integration support.Strengthen education systems so they can provide high-quality learning opportunities for children in host communities; and so they are strong enough to offer uprooted children the services they need to go to school and learn.Engage with partners including the private sector to provide technical assistance, expertise and talent that can be tailored to needs of uprooted children.Co-create – with partners and children – solutions to the specific challenges children face as they continue their education.Seek ways to achieve internationally portable systems of certification and record keeping that protect students’ identities.