

I. Examining and Addressing Gender Inequality in the Lives of Children

Gender inequality stunts the growth of the community by limiting the perception of the minds of the youthful population. Discriminatory family code and restriction to social institutions have led to the rise in a gender gap. In order to minimize the effect of societal norms, The Republic of Indonesia has found it mandatory to integrate young children in primary years of education. Indonesia has made progress in eradicating the gender gap that exists in the primary and secondary levels of education but the latter remains more challenging.

Realizing this sentiment, Indonesia has partnered with UNFPA and UNICEF to promote and enforce the Country Program Action Plan (CPAP) on both the national and local level. CPAP promotes policies and programs that will help bridge the gender gap that has had a significant impact on the lives of children. In order to better implement policies dealing with gender inequality, Indonesia has partnered with the Ministry of Women Empowerment and Children Protection as well as the Ministry of Home Affairs in hopes of creating more women bureaus in all levels of government.¹ ASEAN, with Indonesia's support has initiated its Intergovernmental Commission on Human Rights, creating a Declaration that has been the roadmap for regional human rights development in Indonesia. The Commission on Women and Children (ACWC) was created at the conclusion of the ASEAN 14th Summit, during which all member states agreed that it was important to establish a community that would be solely responsible for the protection of rights of women and children.²

As previously stated in United Nations Economic and Social Council³ resolution E/2011/L.30, Indonesia encourages member states to integrate gender equality into the agenda of all formal education. Member states should work to establish an international education standard that will focus on monitoring the gender gap within schools via surveys and studies. In order to satisfy the aforementioned the improvement of capacity building of educational institutions is essential. This can be achieved by regional cooperation between all member states. Indonesia suggests the implementation of gender and women empowerment policies which can be achieved by conducting regional development workshops that focus on the training of the upcoming generation. Training should be provided by contributing NGO's in the focused area. The implementation of the policies should be monitored by elected officials in a national meeting set forth by the Ministry of Domestic Affairs of each member state. The meeting should be attended by all high ranking officials from related ministries within member states. Indonesia encourages member states to unify our collaborative efforts in order to further progress and implement policies that benefit lives of children and women alike.

II. Protecting and Improving the Lives of Children in Politically Unstable Areas

Under the Convention on the Rights of a Child, the State is responsible for providing every child with a "standard of living adequate for the child's physical, mental, spiritual, moral and social development."⁴ The State has such responsibilities regardless of fluctuating political climate. The Republic of Indonesia values the Convention on the Rights of a Child and supports all efforts to improve the lives of children in member states where political climate vacillates frequently, as affirmed in United Nations General Assembly resolution in A/RES/S-27/2. In spite of political instability that shook Indonesia years ago, we have developed programs to strengthen and stabilize areas of turmoil in order to better the lives of the youthful generation and guarantee a successful future.

With the establishment of the Ministry of Child Protection under the already existing Ministry of Women Empowerment of Indonesia, the Child Friendly Cities (CFC) initiative was launched. Within a year the Indonesian government developed a CFC in five cities and by 2008 the CFC encompassed fifteen additional cities fulfilling the constitutional rights of its children inhabitants.⁵ In conjunction with the CFC, ASEAN's Commission on Women and Children (ACWC) developed a five year work plan in 2011 that promotes the establishment of agencies that protect

¹ UN "Achievements and Challenges in Promoting Gender Equality" <http://www.un.org/womenwatch/daw/Review/responses/INDONESIA-English.pdf>

² ASEAN "Commission on the Promotion and Protection of the Rights of Women and Children" <http://www.aseansec.org/publications/TOR-ACWC.pdf>

³ ECOSOC Resolution E/2011/L.30

⁴ "Convention on the Rights of Child" OHCHR. <http://www2.ohchr.org/english/law/crc.htm>

⁵ "Child Friendly Cities – Indonesia" CFC. <http://www.childfriendlycities.org/en/to-learn-more/examples-of-cfc-initiatives/indonesia>

those affected by political, civil, or environmental unrest.⁶ The formation of the Indonesian Child Protection Commission in 2006 established a working body that makes sure the laws concerning children protection are being implemented in all 33 provinces of the Republic of Indonesia. Indonesia has formed various Child Protection Institutions (LPAs) that have used advocacy and lobbying to ensure the implementation of child rights in provincial areas under the auspice of our Ministry Social Affairs.⁷

The support behind these LPAs comes not only from domestic supporters but from NGO's such as UNICEF. This is to ensure the completion of Millennium Development Goals by 2015. Indonesia encourages the funding of such Institutions for all member states in order to guarantee the protection of child's rights globally. By focusing on the improvement of children's health, the access of secondary education, and the reduction of poverty, we can substantially enhance the lives of children all over the world. Indonesia hopes that this committee will improve regional cooperation which is a definite pathway to making these principles a reality. With the use of ASEAN's Commission on Women and Children, the road to making a better future and fulfilling the Millennium Development Goals is not far off.

III. Preparing Children in Developing Member States to become Global Citizens through the Use of Education and Technology

There is an expansive gap in the accessibility of education to every Indonesian citizen. The opportunities for children to gain an education differ greatly between the wealthy and the poor. Indonesia recognizes the disparity in the education system, in particular many citizens are unaware of the of early childhood education.⁸

With the aforementioned in mind, Indonesia established a Compulsory Nine-Year Basic Education Plan that has been fully operational since 2009. Since its inception, there has been a significant reduction in the drop-out rate of elementary school students from 1.16% to 0.81%. Indonesia has also established the National Program for Indonesian Children and the Education for All National Plan of Action in hopes of improving childhood education and development. Since 2006, one of the government's initiatives has been to collaborate with the World Bank and the Kingdom of the Netherlands in hopes of providing early childhood education for approximately 738,000 poor families⁹. However this is not enough.

Indonesia call upon all member states to improve access to education by universalizing early childhood education provided that the policy is first extended to children in poor provinces. Policies that will harvest external-funds for the creation of programs that will establish capacity building for education planning and provide education to all children regardless of their economic background should also be implemented. The importance of education for all as reiterated by the United Nations General Assembly Resolution 56/116, suggests that education in the early years of a child's life is important and it is imperative that we promote awareness of this fact.¹⁰ Indonesia suggests that members of this committee create an integrated early childhood service that will train parents on how to provide early educational stimulation to their children. To achieve the aforementioned the committee should work with state governments to integrate the health care services and educational services provided. This committee should help member states provide extra educational services without incurring massive expenses. Finally, Indonesia call upon member states to collaborate on improving the training of early childhood educators by developing better standards for determining the qualification of teachers. Indonesia suggests that member states employ policies that will increase the accreditation and certification of teachers, while also providing incentives. Technology is an imperative part of today's society, and as such member states should provide educators with top of the line equipment, facilities, and resources that will not only enhance the efficiency and effectiveness of their work, but also create technologically advance scholars who will have a significant impact on the world.

⁶ CRIN. <http://www.crin.org/resources/infoDetail.asp?ID=18056&flag=report>

⁷ UNICEF http://www.unicef.org/evaldatabase/files/Indonesia_2003_Mainstreaming_Child_Protection.pdf

⁸ "Indonesia: Development of the young helps development of a nation." <http://www.worldbank.org/en/news/2012/06/13/indonesia-development-of-the-young-helps-development-of-a-country0>

⁹ "Early Childhood Education and Development in Indonesia: An Investment for a Better Life."

<http://siteresources.worldbank.org/INTINDONESIA/Resources/Publication/280016-1152870963030/ReportECED.pdf>

¹⁰ United Nations General Assembly Resolution 56/116