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FORUM: Special Political and Decolonization

QUESTION OF: Offers by Member States of study and training facilities for inhabitants of Non-Self-Governing Territories



INTRODUCTION

In 1945 when the United Nations was first founded, 750 million people, or about one-third of the world's population, resided in non-self governing territories that were reliant on colonial powers. As of 2020, nearly 2 million people currently live in Non-Self Governing Territories, many of which are on islands that face sea level rises and natural disasters frequently. There are currently 17 Non-Self Governing Territories on the agenda of The Special Committee on Decolonization. The current list of the territories are as follows:

TERRITORY	LISTING AS NSGT	ADMINISTERING POWER	LAND AREA (sq.km.)	POPULATION
AFRICA				
Western Sahara	Since 1963		266	612
ATLANTIC AND CARIBBEAN				
Anguilla	Since 1946	United Kingdom	96	15,899
Bermuda	Since 1946	United Kingdom	53.35	63,982
British Virgin Islands	Since 1946	United Kingdom	153	33,595
Cayman Islands	Since 1946	United Kingdom	264	71,105
Falkland Islands (Malvinas)	Since 1946	United Kingdom	12,173	3,662
Montserrat	Since 1946	United Kingdom	103	4,433
Saint Helena	Since 1946	United Kingdom	310	5,146
Turks and Caicos Islands	Since 1946	United Kingdom	948.2	49,309
United States Virgin Islands	Since 1946	United States	352	105,413
EUROPE				
Gibraltar	Since 1946	United Kingdom	5.8	34,003
PACIFIC				
American Samoa	Since 1946	United States	200	49,71
French Polynesia	1946-1947 and since 2013	France	3,6	279,55
Guam	Since 1946	United States	540	153,836



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New Caledonia	1946-1947 and since 1986	France	18,575	268,5
Pitcairn	Since 1946	United Kingdom	35.5	42
Tokelau	Since 1946	New Zealand	12.2	1,647

(United Nations, “Non-Self-Governing Territories | the United Nations and Decolonization”)

Since the United Nations adopted Chapter XI of the UN Charter in 1946, which outlines the responsibilities of administering countries to safeguard the welfare and self-determination of these territories, the subject of Non-Self Governing Territories has been a major area of focus for the organization. About 750 million people, or one-third of the world's population, lived in Non-Self Governing Territories dependent on colonial powers at the time the United Nations was established in 1945. This figure has dropped to about 2 million as of 2020, with the majority of them living on islands that are especially prone to natural disasters and sea level rise. The foundation for decolonization has been established over time by resolutions such General Assembly Resolution 1514 (XV) and Resolution 1541, which highlight the significance of self-determination through a range of political statuses, such as independence, free association, or integration. Tokelau, New Caledonia, the Cayman Islands, and Anguilla are among the 17 Non-Self Governing Territories that are still on the Special Committee on Decolonization's agenda today.

Along with international organizations and administering authorities, the United Nations has acknowledged the critical role that education and vocational training play in empowering the people who live in these areas. Enhancing educational achievements and employability has been made possible by initiatives like the Caribbean Vocational Qualification and the Pacific Islands Literacy and Numeracy Program. In order to guarantee sustainable development and ease these territories' transition to self-governance, the Special Committee on Decolonization keeps an eye on their growth and supports it through field trips, regional seminars, and resolutions submitted to the General Assembly.

DEFINITION OF KEY TERMS

Territories:

A territory is a formalized division of a nation that has not yet been granted full state status.

Inhabitants:

A person who satisfies the legal or residential qualifications to become a member of a parish or state

Monitoring and Evaluation Frameworks:

Structured systems used to track, assess, and report on the performance and outcomes of programs or projects, ensuring accountability and the ability to make data-driven improvements.

Public Private Partnerships:

Also known as PPP's, these are partnerships between public and private sector organizations to finance, design, and carry out projects that combine resources and efficiency from the corporate sector with public control.



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Decolonization:

The act or procedure by which a state leaves a former colony to become independent.

Decolonization Declaration:

The common name for General Assembly Resolution 1514 (XV), which called for the immediate and unconditional end of colonialism in all forms.

Non-Self-Governing Territories (NSGT):

Non-Self-Governing Territories are areas where the populace has not yet achieved complete self-government. These territories are identified under the Chapter XI of the Charter of the United Nations.

Administering Powers:

Administering powers are Member States that are assumed to have responsibilities that regard the administration of Non-Self Governing Territories.

C-24:

The Special Committee on Decolonization is widely referred to as the C-24 due to its original composition which consisted of 24 Member States

International Decades for the Eradication of Colonialism:

The UN General Assembly declared that three successive decades (1990–2000, 2001–2010, and 2011–2020) will speed up efforts to completely end colonialism.

Administered Territories:

A general term for areas governed by an administrative authority that may or may not be classified as Non-Self Governing Territories in accordance with the UN framework.

Localized Skill Building Programs:

Training programs that concentrate on trades or industries to improve the local economy which are customized to meet the particular social and economic demands of a region.

Trust Territories:

According to Chapters XII and XIII of the UN Charter, Trust Territories are areas that were placed under the International Trusteeship System of the UN following World War II in order to get them ready for independence and self-governance.

Exchange or Internship Programs:

They are programs that give people the opportunity to work or study temporarily in a different nation or organization, exposing them to new professional networks, industries, and skill sets.

Educator Focused Specialized Training:

Programs designed to raise the standard of education by giving instructors access to innovative methods of teaching, subject-matter knowledge, and classroom management techniques.

Digital and Virtual Education Platforms:



Online tools or systems that provide learners with educational materials and content from a distance, frequently with interactive elements like video lectures, virtual classrooms, and assignments.

Vocational Training:

Vocational training refers to instructional programs or courses that focus on the skills required for a particular job function or trade.

International Scholarships:

Programs for financial help that cover tuition, living expenses, and other related expenditures are offered by governments, international organizations, or educational institutions to allow people from Non-Self-Governing Territories to continue their studies abroad.

BACKGROUND INFORMATION

The General Assembly noted a list which consisted of 72 Territories to which the Chapter XI of the Charter of the United Nations applied to by its resolution of 14 December 1946. This chapter addresses the issue of Non-Self Governing Territories directly. The Chapter XI of the Charter does so by highlighting and emphasizing on the responsibilities of the administering powers to ensure the well being of the inhabitants of Non-Self Governing Territories. Other than ensuring wellness in the community, administering powers are also expected to support the development of self-government of these territories. The Chapter obliges the administering powers to not withhold any information. The administering powers are required to give information regarding their territory to the Secretary-General.



In the beginning of 1960's, the attempt to resolve the issue of decolonization showed even further progress. A series of resolutions which aimed to assist the inhabitants of Non-Self Governing Territories to reach self determination were passed. The resolutions considered particular

circumstances for each possible situation of the varying territories. The General Assembly Resolution 1514 (XV), which was adopted on 14 December 1960, has come to be known as the Declaration of Decolonization. Further resolutions tackled this issue and identified various possible ways in which a Non-Self Governing Territory could achieve self determination. The ways to achieve self governing that Principle VI and Principle VII identified in Resolution 1541 are as follows:

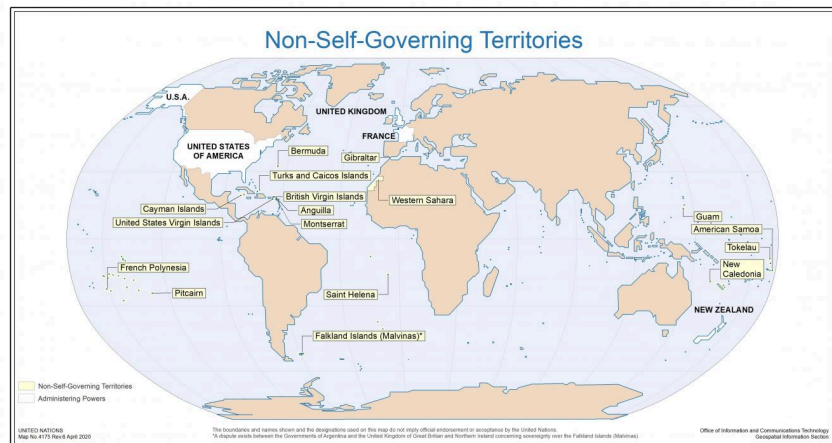
- a) Becoming a sovereign and independent State
- b) Free association with an independent State
- c) Integration into an independent State
- d) Emergence of any other political status freely determined by the people



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The Special Committee on Decolonization, approved a preliminary list of Non-Self Governing Territories in 1963. However, because of lack of time, the Committee was unable to consider "all other territories which have not yet attained independence" to be added to the preliminary list and thus to complete the list of territories coming within the scope of its work. With a combined area of 2,377,229 square miles (6,167,315 square kilometers) and a population of nearly 37 million, the Committee was only able to take into consideration 26 of the 64 territories that were part of the preliminary list. The remaining territories, on the other hand, have an area of 225,747 square miles (584,586 square kilometers) and a population of nearly 8 million. Therefore, even though area and population wise, the majority of the issue was covered.

The United Nations actions to empower the inhabitants of Non-Self Governing Territories did not stay limited to acknowledgement and the identification of the problem. The critical role of education and training in empowering the inhabitants of Non-Self-Governing Territories and preparing them for self determination



has been recognized by the UN and many steps have been taken. Administering powers and international organizations have initiated a range of programs aimed at improving access to education and vocational training, addressing disparities, and fostering socio-economic development.

CURRENT SITUATION

Currently there are 17 Non-Self Governing Territories that remain on the agenda of The Special Committee on Decolonization. The committee is in charge of monitoring their progress toward self-governing, in addition to their larger duty to guarantee sustainable development and get the territories ready for self-governing, the administering authorities of these territories are obligated to support educational opportunities for their citizens.



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Regional seminars on the issue of decolonization are held by the Special Committee on Decolonization in either the Pacific or Caribbean once a year every May. Additionally, in June a



substantive session that lasts two weeks is held in New York, tackling the situations of the territories in depth specifically and the issue of decolonization in a more general approach. Through these meetings, the Special Committee on Decolonization gets to hear the views of Non-Self Governing Territories, administering powers, petitioners or any other stakeholders on the process of establishing self determination. The recommendations gathered from the substantive session are later on submitted to the Fourth Committee of the General Assembly, which is the Special Political and Decolonization Committee.

The Committee submits draft resolutions after a process of considering the recommendations to the General Assembly plenary with the aim for the resolutions to be adopted at the end of each year.

In addition to the conferences and the meetings, the C-24 is permitted to dispatch a visiting mission to observe the conditions and to conduct field research on the Non-Self Governing Territories to gather first-hand information with the consent of the administering powers.

Through these visiting missions, the capacity of the United Nations to assist the inhabitants of Non-Self Governing Territories in a more global manner is enhanced. These visiting missions were recognized and identified as a crucial tool by the General Assembly. Therefore, the Special Committee on Decolonization was requested to undertake these missions at least once each year. For example, upon request of the territory, the Special Committee on Decolonization started a visiting mission to Montserrat in 2019 (Merco Press). The territory was still recovering from the volcanic eruptions of the Soufriere Hills that started in 1995 (BBC News). The visiting mission held meetings with key members of the governments and representatives from civil society.



Through this, the Special Committee on Decolonization is able to identify and report on the needs of Non-Self Governing Territories.

MAJOR PARTIES INVOLVED

1. The United Nations



UNITED NATIONS



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The United Nations is a crucial agent to help Non-Self Governing Territories reach self determination. There are various subcategories of the United Nations that are related to decolonization. As stated on the current situation part, the C-24, the Special Political and Decolonization Committee and the General Assembly, in this respective order, work together for the proper implementation of decolonization onto territories. The United Nations have a lot of responsibilities regarding Non-Self Governing Territories. They are expected to gather data, create lists and plans, hold seminars and conferences and to conduct field research through their visiting missions. Different committees of the United Nations other than the Fourth Committee also acts upon this issue with various programs therefore the United Nations as a whole is a major party involved in the issue of providing study and training facilities for inhabitants of Non-Self-Governing Territories

2. Administering Powers

Administering powers are Member States responsible for the governance of Non-Self Governing Territories under the framework of Chapter XI of the UN Charter. Administering powers are governmental authorities therefore hold a lot of responsibilities. The permission of the administering powers are needed to undertake visiting missions or the application of programs. An administering power is responsible to care for the territory, work for the wellness of the inhabitants and the territory itself.

3. Pacific Islands Literacy and Numeracy Program (PILNA):

The Pacific Islands Literacy and Numeracy Program (PILNA), which is funded by UNESCO and other regional partners, is one significant example. Tokelau and New Caledonia are among the Pacific territories where this project aims to evaluate and enhance basic literacy and numeracy abilities. The program aims to improve learning outcomes for kids in these areas by detecting educational gaps and offering focused interventions.



Pacific
Community

Communauté
du Pacifique

4. Caribbean Vocational Qualification (CVQ):

The Cayman Islands, Anguilla, and the British Virgin Islands are examples of non-self-governing territories where students can acquire practical skills in IT, construction, and hospitality under the Caribbean Vocational Qualification (CVQ) framework. By employing an approach based on competencies, the CVQ guarantees that graduates fulfill local labor market requirements, and certifications are accepted in all Caribbean Community member nations to improve employment mobility. More than 35% of graduates of the CVQ program in the Cayman Islands find work within six months, indicating how well the program fills skills shortages and increases employability.

RELEVANT INTERNATIONAL DOCUMENTS

United Nations Charter Chapter XI (1945): The duties of the administering powers are outlined along with the declaration of Non-Self Governing Territories.

<https://www.un.org/en/about-us/un-charter/chapter-11>



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General Assembly Resolution 1514 (XV) - Declaration on the Granting of Independence to Colonial Countries and Peoples (1960): This resolution set forth principles for decolonization, emphasizing the right to self-determination.

<https://documents.un.org/doc/resolution/gen/nr0/152/88/img/nr015288.pdf>

General Assembly Resolution 1541 (XV) - Principles to Determine Whether a Territory is Non-Self-Governing (1960): This resolution provides guidelines for achieving self-governance through independence, free association, or integration.

<https://www.ilsa.org/Jessup/Jessup10/basicmats/ga1541.pdf>

General Assembly Resolution 66 (I) - Information from Non-Self-Governing Territories (1946): This resolution emphasizes the obligation of administering powers to provide detailed reports under Article 73(e) of the UN Charter, ensuring transparency about the conditions in Non-Self-Governing Territories.

<https://documents.un.org/doc/resolution/gen/nr0/033/17/pdf/nr003317.pdf>

General Assembly Resolution 845 (IX) and Associated Reports on Education and Training Offers (1954): As supported by Resolution 845 (IX), this document recognizes Member States' contributions to the establishment of study and training facilities for residents of Non-Self-Governing Territories.

<https://documents.un.org/doc/undoc/gen/nl6/305/59/pdf/nl630559.pdf>

SOLUTION ALTERNATIVES

In order to increase and expand educational opportunities, finance residents of Non-Self-Governing Territories' access to higher education abroad, international scholarships can be established. To guarantee inclusivity, this involves developing focused programs within structures like UNESCO or Commonwealth projects. In order to provide job-specific skills training in areas like disaster management, renewable energy, and sustainable tourism, regional vocational training centers can be established. These centers would be in line with worldwide certifications like TVET or CVQ. By partnering with platforms such as Coursera or UNICEF's Giga project, digital education platforms can be used to overcome geographical limitations and provide access to online courses, resources, and virtual classrooms.



Enhancing the development of the workforce is crucial for the financial independence of the territories. To achieve this, working with Member States and international firms, exchange programs and internships can help residents get real-world experience and practical skills in fields including engineering, healthcare, and information technology. To guarantee that instructors in these regions



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have access to cutting-edge teaching strategies and resources, specialized training for educators is necessary, strengthening regional educational institutions.

Enhancing employability in sectors essential to each territory's economy, such as agriculture, ecotourism, and fishing, should be the main goal of localized skill-building programs. In order to promote inclusive development, youth and women empowerment initiatives might focus on underserved populations to expand their access to leadership opportunities, education, and skill development. These alternatives regard the strengthening of the community's unity and resilience.

Governments, international organizations, and private sector organizations can work together to finance and carry out education and career-development programs through Public-Private Partnerships (PPP). For example, digital literacy initiatives could be provided by tech companies, and green technology training could be provided by renewable energy companies. Frameworks for monitoring and evaluation can be set up to evaluate the success of training initiatives, guaranteeing that they are in line with UN objectives and flexible enough to accommodate regional requirements.

USEFUL LINKS

What the UN Can Do To Assist Non-Self Governing Territories

The United Nations' brief resource "What the UN Can Do for Decolonization" at the given link outlines the organization's role and capabilities in helping the decolonization process. It lists potential actions that the UN may do to help non-self-governing territories, like giving technical assistance, assisting with the processes of self-determination, and offering chances for education and career training.

https://www.un.org/dppa/decolonization/sites/www.un.org.dppa.decolonization/files/what_the_un_can_do_1.pdf

The United Nations and Decolonization Main Web Page

This is the main source of information about the UN's decolonization initiatives. It provides a summary of the historical turning points, ongoing projects, and the UN's role in decolonization. In addition to tools and resources for managing powers, stakeholders, and Member States, visitors can access important papers, resolutions, and updates about Non-Self-Governing Territories. The page provides access to the most recent decolonization-related reports, data, and events.

<https://www.un.org/dppa/decolonization/en>

The United Nations Archives on Trusteeship Council

After World War II, the Trusteeship Council was crucial in directing the management of Trust Territories toward independence and self-governance. Access to historical materials, such as records of meetings, resolutions, and reports that describe the council's accomplishments and activities, is available on this archived website.

<https://www.un.org/en/about-us/trusteeship-council>

Ten Frequently Asked Questions on the United Nations and Decolonization



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The most common questions concerning the UN's involvement in decolonization are addressed in this document in an understandable and short manner. The history of decolonization, the present situation of non-self-governing territories, the duties of administering powers, and the systems in place to promote self-determination are just a few of the subjects it covers.

https://www.un.org/dppa/decolonization/sites/www.un.org.dppa.decolonization/files/10_fags_un_and_decolonization.pdf

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