



MUNESCO

Forum: General Commission 2

Issue: The availability of education with a special emphasis on confinement areas.

Student Officer: Kıvanç Sezer

Position: President

Introduction



Education is a fundamental human right that is clearly outlined in the United Nations Declaration of Human Rights. Conceptualising education as a privilege blocks the way towards finding meaningful solutions to its problems, and improving education on a global scale. In legal terms, the right to education means that everyone —children, adolescents, adults, and older people— is entitled to access quality education, even if they live in a confinement area. This right obliges states to make the right to education a reality for all.

Education, as a transformative force is a cornerstone of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) agenda. It is regarded as a gateway to building peace, eradicating poverty and enhancing sustainable development. UNESCO works with the understanding that education, as a human right, must be supported by its quality. The organisation is the only United Nations agency with a mandate to cover all aspects of education. It leads the Global Education 2030 Agenda through Sustainable Development Goal 4.

Goal 4 of the Sustainable Development agenda aims to ensure inclusive and quality education for all and to promote lifelong learning. Education lies in the heart of this agenda, because without it, most other goals would cease to be accomplished. Only through education, the vicious cycle of poverty can be broken, equality can be promoted, and lives can get



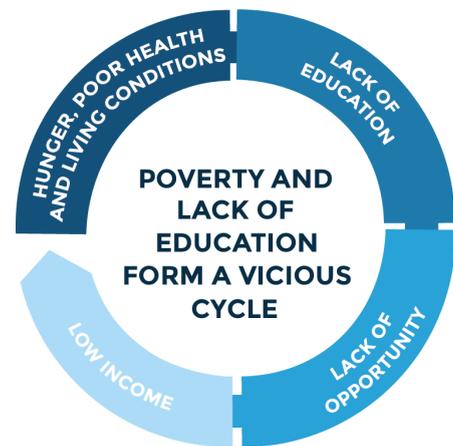
MUNESCO

healthier. A lot of progress has been made in the past, however, we are far from achieving our goals. Although enrolment rates in primary schools in developing countries have risen to 91%, still more than half of children in sub-Saharan Africa are out of school. Provided with this fact, the importance of making education available for all becomes conspicuous. Education clearly is the pathway to a sustainable future and *Bridging a World Growing Apart*.

Definition of Key Terms

Education: According to the Oxford Living Dictionary, education is “the process of receiving or giving systematic instruction, especially at a school or university.” On broader terms, education refers to lifelong learning that takes place in formal and non-formal environments, as well as informal learning. All three elements are crucial in shaping who we are as individuals and citizens of the world.

The vicious cycle of poverty: In the cycle of poverty, families remain poor for three or more generations due to a number of factors. Short life expectations among the extremely poor cause the cycle of poverty to last for a long time such that the older generation does not live to positively impact economic or social values to the younger generation. With making education available for all, it is possible to break this chain.



Human Capital: Investopedia.com defines human capital as “all of the creative skills and knowledge embodied in an individual.” Through making proper education available for all, it is possible to invest in human capital, which will then result in better socioeconomic status and a more sustainable development pattern.

Confinement area: OECD defines conflict-affected and high-risk areas as identified by the presence of armed conflict, widespread violence or other risks of harm to people. Armed conflict may be of international or national character, may involve two or more states, or may consist of wars of liberation, or insurgencies, civil wars, etc. In high-risk areas, political



MUNESCO

stability is non-existent; and repression, institutional weakness, insecurity, collapse of civil infrastructure and widespread violence harm the public. Widespread human rights abuses and violations of national or international law are typical characteristics of the above-mentioned areas.¹ This poses a huge threat to education.

Equity: The first approach to equity in education is *fairness*. Personal and social circumstances such as gender, socioeconomic status or ethnic origin should not be factors limiting an individual's right to education.

The second is *inclusion*, in other words ensuring a basic minimum standard of education for all. These two are closely interconnected.

Gender gap: Gender gap can be defined as the differences in outcome men and women achieve when it comes to receiving education. Today, primary school enrolment rates of girls are significantly lower in less economically developed countries (LEDCs), compared to those of boys.

Background Information

The quality of education and the financing for education are two significant factors to consider within the framework of the Education for All Agenda. Improving the quality of education, making it available for all and promoting fairness and inclusion are extremely significant items on the agenda, and it's quite a challenge to mark them as complete. Despite the progressive improvements, many other things that are analysed in detail below, need to be done.

Teachers:

The Incheon Declaration, specifically calls for Member States to “ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.”

¹ <http://www.responsiblemineralsinitiative.org/emerging-risks/conflict-affected-and-high-risk-areas/>



MUNESCO

Teachers are a very significant element of global education, as influential figures for the future of equity, access and quality in education. However, their training, recruitment, and working conditions need a lot of improvement in many countries. In Senegal, for example, lack of funding and motivation fuels a strikes among teachers, eventually harming education. A proper education for all agenda would be incomplete without teachers as its priority. Their numbers should be increased especially in LEDCs, and they should receive better education, to raise the quality of teaching. According to UNESCO data, 69 million teachers should be recruited to achieve the universal goals by 2030. This proves that there is a shortage of well-trained teachers worldwide.

On the other hand, some countries are making significant progress. In Finland, for example, through a variety of incentives, teaching has become a highly respectable profession. Similarly, Ghana has improved education simply by educating more and more teachers.

Increasing the supply of well-trained, supported and qualified teachers is a top priority of UNESCO.

UNESCO's work regarding the development of teachers mainly focuses on five areas:

²

- Monitoring of international normative instruments regarding the teaching profession;
- Supporting Member States in the development and review of teacher policies and strategies;
- Developing capacities for enhancing the quality of teaching and learning;
- Improving the knowledge and evidence base for the implementation and monitoring of the teacher target in Education 2030; and
- Undertaking advocacy and knowledge sharing for the promotion of quality teaching and learning.

² <https://en.unesco.org/themes/teachers>



MUNESCO

Areas of Conflict:

In countries affected by disasters and armed conflict, an estimated 18 million children do not attend school. Only 2% of global aid allocated for education goes to confinement areas. When conflict ends and countries move forward to the development stage, education becomes extremely difficult to restore. High numbers of school drop-outs, can lead to the formation of a “lost generation.” A displaced child spends approximately 12 years away from home and accessible education. This leads to serious losses in human capital, resulting from a loss of educational opportunities. Ensuring the continuity of education programmes in conflict contexts can be extremely difficult. However, it is not impossible. The authorities of Nepal and Mali achieved the promotion of education despite ongoing political conflict.

Violence often blocks all paths to education for the entire duration of the conflict. Education, however, cannot wait for peace to return. Education must be the catalyst for a peaceful resolution of conflicts, and the primary tool for restoring and maintaining peace. It is crucial to recognize the role of education in the prevention of war, and work towards its durability during war and in post-conflict contexts. Governments are primarily responsible with providing education for all and should spare no effort in ensuring the maintenance of education even in high-risk situations and armed conflict.

Gender:

A common disinterest in the public towards educating females is a major obstacle towards achieving universal primary education. Families that restrict their daughters from receiving education due to certain ideologies do not only severely hinder progress towards educating



SDG 4

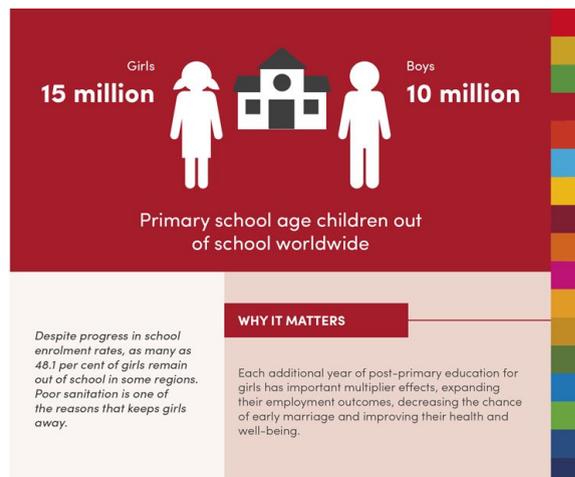
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

TARGETS

10

GENDER-SPECIFIC INDICATORS

8





MUNESCO

all, but also continue to pose a threat to the stable and peaceful restoration of regions emerging from conflict. An estimated 57% of children not enrolled in primary school are girls, with the percentage being significantly higher in areas where educating the girls remains a taboo. Education contributes a great deal to the reduction of poverty among women. Women and children, two of the greatest potential assets of LEDCs, must be given equal access to education and personal development.

Other Obstacles to Education:

Interactions between migration, displacement and education affect those who move, those who stay and those who host immigrants, refugees or other displaced populations. Internal migration mainly affects rapidly urbanising countries, such as China, where more than one in three rural children are left behind by migrating parents. International migration mainly affects high income countries, where immigrants make up at least 15% of the student population in half of schools. It also affects sending countries: More than one-fifth of their skilled nationals are immigrating. Displacement mainly affects low income countries, which host 10% of the global population but 20% of the global refugee population, often in their most educationally deprived areas.³ More than half of those forcibly displaced are under 18, meaning that they are at an age where they should receive education.

Major challenges persist in education, especially in Africa and LEDCs. 80% of the children who are not attending primary school are in rural areas. Inequalities within access to education, poor educational quality and training, lack of relevant, goal-oriented education, low recruitment levels of teachers, domestic resource mobilisation, lack of infrastructure and ineffective management are widespread attributes, which hinder the ability for education systems to operate optimally. Especially rural areas, still lack the necessary teaching materials

³ “Youth Report on Migration, Displacement and Education: Building Bridges, not Walls”
https://en.unesco.org/gem-report/sites/gem-report/files/GEMR_2019-YouthReport-EN_Interactive.pdf, 2019.



MUNESCO

and resources. Many fee-based and fee-dependent schools remain out of reach for families experiencing socio-economic and financial limitations.

Skills for Work and Life:

Technical and Vocational Education and Training (TVET) connects education to an occupation. TVET aims to address economic, social and environmental demands by helping youth and adults develop the skills they need for employment, decent work and entrepreneurship. In this way, TVET, if implemented properly, can be driving force for the economies of LEDCs.

Education and Sustainable Development:

In order to work towards sustainable development, we must first acknowledge that social, environmental and economic issues go together. Economic growth would not be possible if the public is not well-educated. By the same token, improvements in education depend on economic progress. By improving education, it is possible to develop human rights, meet everyone's basic needs and protect the harmony of the nature. Therefore, it is necessary to equip the youth with universal values and encourage a respect for life. Knowledge needs to be systematic, holistic and look to address root causes. In all disciplines ranging from engineering to economics, sustainability and long-term thinking need to be incorporated into core curricula.

Timeline of Major Events

September, 2015	Sustainable Development Agenda (2030 Agenda), which sets out highly ambitious goals for education for the next 15 years, was adopted.
17 December 2015	GA resolution (<i>A/RES/70/137</i>) on “the Rights of the Child” was adopted.
5 March 2015	GA resolution (<i>A/RES/69/2</i>) on “Education for Democracy” was adopted.
2005	At the United Nations World Summit in New York, 191 member states committed to supporting the efforts of developing countries in the implementation of Education for All (EFA) Goals.



MUNESCO

28 April 2000	The World Education Forum (26-28 April 2000, Dakar) adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments. This document emphasises that the foundation of the Education for All Goals lies at country level. It also affirms that “no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources.” ⁴
---------------	--

Major Countries and Organizations Involved

United Nations Educational, Scientific and Cultural Organisation (UNESCO):

Education, as a transformative force is a cornerstone of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) agenda. It is regarded as a gateway to building peace, eradicating poverty and enhancing sustainable development. UNESCO works with the understanding that education, as a human right must be supported by its quality. The organisation is the only United Nations agency with a mandate to cover all aspects of education. It leads the Global Education 2030 Agenda through Sustainable Development Goal 4.

UNESCO is the leading institution in education on both global and regional levels. Their duty is to strengthen education systems all over the world and respond to contemporary challenges hindering education.

Its work involves educational development from pre-school to higher education and beyond. Global citizenship and sustainable development, human rights and gender equality, health, HIV/AIDS, development of technical and vocational skills are among many themes of the UNESCO.

United Nations International Children’s Emergency Fund (UNICEF):

⁴ “The Dakar Framework for Action: Education for All: Meeting Our Collective Commitments (Including Six Regional Frameworks for Action).” *Unesdoc.unesco.org*, 2000, unesdoc.unesco.org/ark:/48223/pf0000121147.



MUNESCO

UNICEF believes that every child has the right to an education regardless of who they are, where they live or how much money their family has. In 155 countries around the world, UNICEF works to provide learning opportunities that begin in early childhood and prepare every child with the knowledge and skills needed to thrive.⁵

The Global Partnership for Education:

The Global Partnership for Education is the only global fund solely dedicated to education in developing countries. GPE is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning.⁶

Senegal:

In Senegal and many other countries in Africa in which French is the primary language, the teachers are feeling a lack of motivation due to inadequate funding. This is fuelling strikes, eventually harming education.

Ghana:

Ghana has adopted a successful policy to increase the supply of teachers and has mobilised its resources, such as retired teachers or teachers outside the system or in other professions.

Finland:

Finland has managed to raise the profile of the teaching profession which resulted in a consistently higher number of applicants to teaching positions. Working conditions inspire the interest in the profession, more than salaries do. Further incentives were available to teachers, such as continuous training, keeping them updated and motivated. Finland is highly respected worldwide when it comes to educational policies and success.

⁵ <https://www.unicef.org/education>

⁶ <https://www.globalpartnership.org/about-us>



MUNESCO

Syria:

Due to the conflict in Syria, over half of the population has been displaced. One in four schools has been damaged, destroyed or are being used as temporary shelters, leaving an estimated 2.08 million children and youth in Syria out of school.⁷ Before the conflict, an estimated 97% of Syrian children attended primary school and 67% attended secondary school. The Syria crisis has had a devastating impact on both the educational opportunities available and the quality of these opportunities; it has left a generation of children and youth unprotected, disconnected and often unable to access their right to learn.⁸

African Countries:

There is a shift in attention to post-primary levels of education, including secondary, tertiary and vocational and technical training. Multiple learning pathways are important, in order to enhance the knowledge and skills of children.

Especially in sub-Saharan Africa, education remains to be a challenging task, due to extreme levels of poverty and illiteracy. Ongoing political conflict is another major concern.

Previous Attempts to Solve the Issue

- GA resolution (*A/RES/70/209*) on the “United Nations Decade of Education for Sustainable Development (2005–2014)” conveys the importance of a high-quality, equitable and inclusive education globally in order to achieve the 2030 Agenda.
- GA resolution (*A/RES/70/137*) on the Rights of the Child emphasises the importance of the implementation of the Convention on the Rights of the Child and the Optional Protocols.
- GA resolution (*A/RES/69/2*) on education for democracy highlights the role of education in the reinforcement of democracy.

⁷ “Accessing Education in the Midst of the Syria Crisis.” NRC, www.nrc.no/news/2018/april/accessing-education-in-the-midst-of-the-syria-crisis/.

⁸ <https://www.nrc.no/news/2018/april/accessing-education-in-the-midst-of-the-syria-crisis/>



MUNESCO

- GA resolution (*A/RES/69/145*) on World Youth Skills day expresses preoccupations on the high number of unemployed youth.

Possible Solutions

For girls who grow up in a remote rural area with socio-economic challenges, staying in school can protect her from child marriage, violence and continued poverty. For boys who are living in an urban slum, schooling instead of child labour can provide the skills needed for a better-paying and more fulfilling job as an adult. For children in emergencies, education offers safety, a sense of normalcy and the knowledge needed to build a more peaceful future. In each of these situations, the solution is education.

Partnership among states, non-governmental organizations (NGOs) and the private sector should be encouraged and the crucial role played by education in the development and stability of a society, particularly in conflict and post-conflict contexts should be well-acknowledged. Governments should realise that they have the primary responsibility to provide education to the public.

Governments must take action in order to enhance the accessibility to education and maintain the safeguarding of schools, teachers and students in order to avoid further deliberate attacks, especially in confinement areas.

A clear message of zero tolerance for discrimination on any base should be sent, including gender, ethnicity and religion, in educational systems. Girls' access to education, (especially if they have been marginalised and excluded from receiving education, as a result of discriminatory ideologies) must be further emphasised.

Funding for education must increase. In particular, education must be a key component of humanitarian and development aid. Funding for education in conflict areas



MUNESCO

should take certain limitations into account. Flexible grant programmes should be developed, with the aim of ensuring that the necessary financial resources reach community initiatives.

The development of teacher training modules and school curricula should be done in a way that increases collaboration between governments, civil society and the private sector. This will enable the development of curricula based on relevant life skills and the principles of social inclusion, human rights, gender equality, tolerance and pluralistic values.

Sports and arts programmes, is of critical significance for creating a safe and stable environment suitable for the rehabilitation and reintegration of all victims of violence, including refugees and child soldiers.

Useful Links For Further Research

<https://www.investopedia.com/terms/h/humancapital.asp>

<https://www.oecd.org/education/school/39989494.pdf>

<http://www.unesco.org/new/en/unesco-liaison-office-in-new-york/areas-of-action/education/right-to-education/>

<https://en.unesco.org/themes/teachers>

<https://www.nrc.no/news/2018/april/accessing-education-in-the-midst-of-the-syria-crisis/>

<https://www.unicef.org/education>

<http://www.responsiblemineralsinitiative.org/emerging-risks/conflict-affected-and-high-risk-areas/>

<https://www.globalpartnership.org/timeline>

Bibliography

Literacy and Non-Formal Education in Iraq | United Nations Educational, Scientific and Cultural Organization, Discovery Channel, Producer.,



MUNESCO

www.unesco.org/new/en/unesco-liaison-office-in-new-york/areas-of-action/education/right-to-education/.

“Accessing Education in the Midst of the Syria Crisis.” *NRC*,
www.nrc.no/news/2018/april/accessing-education-in-the-midst-of-the-syria-crisis/.

“Conflict Affected and High-Risk Areas (CAHRAs).” *Responsible Minerals Initiative*,
www.responsiblemineralsinitiative.org/emerging-risks/conflict-affected-and-high-risk-areas/.

“Education.” *UNICEF*, www.unicef.org/education.

Kenton, Will. “Human Capital.” *Investopedia*, Investopedia, 13 Dec. 2018,
www.investopedia.com/terms/h/humancapital.asp.

“Teachers.” *UNESCO*, 31 Aug. 2018, en.unesco.org/themes/teachers.

“The Dakar Framework for Action: Education for All: Meeting Our Collective Commitments (Including Six Regional Frameworks for Action).” *Unesdoc.unesco.org*, 2000,
unesdoc.unesco.org/ark:/48223/pf0000121147.

“Timeline.” *The Global Partnership for Education*, www.globalpartnership.org/timeline.