

Forum: Youth Assembly

Issue: Implementing Measures to Ensure Access to Education for Young Women and Children

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Introduction

Education reduces inequality and poverty, and boosts economic growth. It engenders an individual's independence and their potential to lead a healthy life while participating in communities to restore peace and stability when needed. As the famous saying goes "Knowledge is power" which is gained through education and schooling.

To understand what to debate on, it is important to break down the topic into sections. 'Ensure Access to Education' is talking about children who cannot obtain any education because of their circumstances, rather than dropouts and people who are home-schooled, which is an independent body rather than a governmentally controlled body. In particular, 'Young Women' are girls aged 18-30 which is why it is important to mention the [tertiary education](#) sector and how girls sometimes lack access to education even in upper [Secondary Education](#), as tertiary education is more of a choice rather than a restriction. 'Children' are any human below the age of 18, both boys and girls, which is important to note, as this debate should not omit boys from its measures. Those children take into consideration families living in poverty, children living in conflict zones, and children with disabilities.

Organisations hosted many movements on education which led to a lot of progress made over the years, yet, there are still children out-of-school from preventable causes. Solutions such as raising awareness, increasing jobs for women, and monitoring attacks on education are crucial to ensure a safe, free, quality environment for all students.

Definition of Key Terms

International Standard Classification of Education (ISCED)

It is a statistical framework which organizes educational information under the surveillance of UNESCO.

Secondary Education

Secondary School is the rough equivalent to high school, which is preceded by primary education and followed by tertiary education (university and colleges).

Pre-primary Education

Pre-primary education or preschool education is the education for kids younger than 6 years old where they mainly build their interaction with friends and teachers, while preparing them with a strong primary edbase for primary education.

Primary Education

Primary education is the first stage of formal education, where pupils learn basic reading, writing, and mathematics. The ages are on average 6 to 11 where they start after pre-primary education.

Tertiary Education

Tertiary education is characterized as a specialised education typically for students who have graduated school and are 17 or 18 years old. This can be also called university and college.

UNESCO Institute for Statistics (UIS)

The UNESCO Institute for Statistics is the trusted official source of information and data on education, science, culture, and communication.

United Nations International Children's Fund (UNICEF)

The United Nations International Children's Fund is a UN agency which takes care of children development and provides humanitarian and educational help to children worldwide.

United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO is an agency of the United Nations which takes care of "the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information."

Key Issues

Overview

Education is a human right for everyone. Education has countless benefits and almost no disadvantages if carried out effectively. However, 258 million children and young adults are still out of school since 2018, and ever since the CoVid-19 pandemic, this number has exponentially increased.

Education is a necessity, it aids the individual to become more independent while making their own decisions, which leads to a less vulnerable society - vulnerable to exploitation, trafficking, and manipulation. The most important part is that it raises the standard of living of communities. So if a community wants to get out of the poverty cycle, specialists always encourage and suggest educating the youth first. Better and higher education means landing on better jobs, better jobs lead to an increase in income which in turns lifts their family out of poverty - and vice versa. If a generation neglects their education, then there is an increase in the chances for this individual or community to return to poverty or take part in illegal practices instead. The skills, the techniques, and the general knowledge aid the person in their own lives and in the societies. Educated people would then make better decisions such as opening businesses, helping others, and knowing who to vote for in democratic countries.

There are many issues surrounding education, their causes and their consequences. A big one of which is gender inequality because as Malala Yousafzai says, "We cannot all succeed when half of us are held back". A World Bank study has found that every 1% increase in the proportion of educated girls in secondary education boosts a country's annual income per capita growth rate by about 0.3% points. Increasing girls and women's education contributes to higher economic growth, just like increasing children's education does. Increased educational access accounted for about 50% of the economic growth in MEDC countries over the past 50

years, of which more than half are because of girls having access to higher levels of education. Besides, children with disabilities and special needs are a big part of where the issue lies, especially children coming from poor families, and Covid-19's impact on education. Solving those issues by increasing the access to education in various countries and parts of the world, is a milestone we have yet to achieve.

Poverty and Education

Poverty is still one of the most prominent obstacles to education. Children from lower-income households are almost five times more likely to not have access to primary school. The burden of education rests on the family's shoulders rather than the government, this gives the parents the rights to deny their children's access to education when the children could contribute to the family's income instead.

People living in poverty will keep on living in poverty if they don't get access to education. If they cannot learn enough skills to get a higher paying job, then those people are stuck in this circle of poverty. Less-educated families have more children on average than families who have been educated, making the family need much more resources to survive. This additional need for resources forces the parents to deny their kids' access to education for an increase in the household's income. Also, uneducated parents may not understand the importance of education, making it seem dispensable for their children. Poverty denies not only education but also complicates access to education for groups of people - especially women.

Children's attendance is also influenced by poverty. Boys may take work which pays to contribute to the household's income, and girls, especially older girls, are asked to take care of their younger siblings as their parents would either be working themselves or just have too many siblings to take care of.

These barriers, being in MEDCs or LEDCs, limit the children's access to education, making them more vulnerable to exploitation and this never breaking cycle of poverty they live in.

Gender Inequality Issues

After years of work towards gender inequality, we are still far from an ideal equal world. In many nations girls and boys do not have the same access to education, be it [primary education](#),

secondary education or even tertiary education. Those reasons are many, but some note that girls have a much lesser advantage in education in LEDCs, poorer neighbourhoods, and families living in poverty, while men have higher rates of school dropouts in MEDCs and middle-income families.

Statistics from the [International Standard Classification of Education \(ISCED\)](#) not only shows that there are much more girls out-of-school than boys, but it also shows that its rate increases throughout the stages of education: primary education, lower secondary education, and upper secondary education (not counting [pre-primary](#) and tertiary education). However, one must consider the approach to the statistics given as 'anomalies' have been included as well such as dropouts, homeschooled students, and people with extreme disabilities. In 2018, girls shared 50% of the world's out-of-school population, which is a 4% decrease from 2000. However, these statistics not only include the above 'anomalies' but mask the regional and national differences.

Worldwide, 66% of countries have achieved gender equality in primary education (34.3 million girls out of school). However, at the secondary level, this gap increases with only 45% (30 million girls out of school) of countries achieving gender equality in lower secondary education and only 25% (67.4 million girls out of school) in upper secondary education. These statistics double in places affected by conflict compared to non-affected areas. It is shocking to know that 9 million girls of primary age will never read and write compared to about 3 million boys and that in Northern Africa and Western Asia, 1 out of 3 girls will never receive formal education compared to 1 out of 25 boys. 1 million girls are excluded from education compared to 0.1 million boys.

Poverty and LEDCs

Poverty levels are closely linked to gender inequality as less developed countries are the heart of where the issues lie. With lesser funds to live on, parents enrol their sons in school rather than their daughter for a higher return on investment. Many less developed countries share the same cultural ideology where women should marry and have kids, while men should protect and provide for the family. This sets back the women in the workplace, making it seem unnecessary to educate women. Besides, culturally it is the men of the family that take care of their elderly parents, while the women live with their

husband's family. This makes it more convenient for parents to invest in their sons over their daughters, to get that return on investment.

Long hours of work affect girls' access to education, specifically poorer families. Even though both boys and girls may be engaged in work, girls are more likely to do unpaid housework, while boys might get wages. Work lies on girl's shoulders, especially older girls as parents ask them to take care of their younger siblings and carry out household responsibilities, such as getting water or firewood.

Also, many schools in lesser developed countries do not have the amenities for women going through puberty. Many girls would not go to school without bathrooms and hygienic services. Moreover, child marriage is a huge barrier to education where the countries with the lowest literate rates are the countries with the highest child marriage rates. Many cultures consider that marrying their daughters to older, richer men will provide 'protection' and family honour, especially when the family is living in poverty. Child marriage is not only a violation of human rights but is the optimum exploitation of women, as child marriage, even though occurs among boys, is far more common within girls.

Primary Education and Secondary Education Issues

Girls in primary school face a disadvantage in most regions, except Europe, Latin America, the Caribbean, and Northern America, where boys are more likely to be out of school. However, the reasons do not lie in the lack of access, but expulsion and dropouts, which are affected by the student's work, effort, and behaviour. The greatest inequalities girls face in primary education is recorded in Central Asia, where no places have attained gender equality in primary education. Central Asia also hosts the widest gender equality gap in lower secondary education, where there are 137 female adolescents out of school for every 100 male adolescents out of school. In Northern Africa and Western Asia, this gap does not decrease very much where 117 girls are denied an education for every 100 boys out of school in primary education. In lower education, this number increases to 121 girls for every 100 boys out of school, and in upper secondary education, it is 115 girls out of 100 boys ("New Methodology" 2). The reason the ratio decreases isn't because the gender gap decreases, but because overall the number of children getting an education decreases. Because secondary education is more expensive than primary education, parents might send their kids to the first couple

of years and then pull them out of school when they are old enough to work and take care of the household.

Even though lower-income countries have much lower rates of primary education of girls compared to boys, girls progress equally or even better than boys once they enrol in school. This can be shown in statistics stating that boys are twice more likely to drop out of school than girls, and that boys repeat their grades in primary school much more often than girls.

46% of children that did not attend primary school are likely to start at a later age (secondary education), however, $\frac{1}{5}$ remain excluded. Even though 46% seems like a hopeful statistic, upper secondary children are 4 times more likely to be out of school compared to primary children, and lower secondary children are more than twice more likely to be excluded (“New Methodology” 3).

Inequality in the field of study

Some countries might have a better scheme to ensure access to education than other countries, however worldwide, the field of studies women pursue are disproportionately different from those of men. Starting in secondary education, girls’ participation in science, mathematics, and technology becomes lower than boys’. Vocational education is not as easy to access as a woman compared to boys, making women less likely to acquire the practical skills necessary for these high-paying jobs (encouraging the gender pay gap as well). The reasons this access is limited are many, but all lie on the gender bias approach to teaching and the learning environment women and girls find themselves in. Many women are not encouraged enough and do not see it as an ‘option’ because they are being pressured to pursue traditionally more ‘feminine’ programmes such as health programmes (following the stereotype that women should care for others). Then the lab’s amenities do not help, as many engineering tools are designed for men. Finally, many women do not feel safe in an environment filled by men with few women.

Stereotypes affecting education

The issue at hand today, even though it mentions ‘young women’, also mentions ‘children’ where boys are included. Even though inequalities towards girls are

disproportionately higher than inequalities towards boys, that does not mean that some inequality in the access for education towards boys does not exist.

For some countries, the number of boys out of school is higher than for girls. However, these cases do not lie in poverty and gender norms, but in gender stereotypes. Many countries, especially more developed countries, follow a distinct gender stereotype stating that cool boys are the ones that do not care about their studies. This negative stereotype has recorded a gender gap that favours females in education in many developed countries which have higher levels of education, and developing countries in Latin America, the Caribbean and East Asia and the Pacific.

An education free of gender stereotypes has proven to benefit both boys and girls regarding their access to education. These stereotypes on masculinity show not only a decrease in male performance in school but also an increase in child labour, gang violence, and recruitment into armed groups. Stereotypes around the school also hurt children's schooling, where many parents and children think the school curriculum is not relevant to real-life work, super-sizing dropout rates.

Today's issue also addresses tertiary education, it is important to note that more women pursue higher education compared to men. The female enrolment numbers have surpassed male enrollment rates back in 2010, however only in developed countries. The same barriers to education lie when concerning tertiary education towards girls, as primary and secondary education.

Refugee's right to education

About 35 million children worldwide are forcibly displaced. Only 50% of these children attend primary school and 25% secondary school. Children living in refugee camps are 2 times as unlikely to attend school compared to other children (Redman 1). 4 million children, ageing between 5 and 17, do not attend any education and only 1% of children living in refugee camps embark on tertiary education, limiting their opportunities. However, girls have an even greater chance to be out of school, as they are 2.5 times more likely to be out of school compared to girls living in non-conflict areas (Refugee Education in Crisis 4).

Reasons for these lie in the poverty and lack of resources communities face explained above. Even for children who attend school in conflict zones, the quality of education is low with an average of 70 students per teacher (Refugee Education 21).

When children learn, whole communities benefit, and therefore many parents affected by crises cite that education is their top priority for the government to focus on. Overall, the education sector only receives less than 3% of humanitarian funds. But again, funds and poverty are not the only shortfalls, but teaching staff shortages are also a big barrier to access to education (Refugee Education 15).

Children with disability

Before gender, disability is the most serious barrier to access to education worldwide. The worst situations are when disabled children are also struck by poverty and gender inequality. An average of 93 million children worldwide live with disabilities, and less than 50% of the children attend school, compared to 13% of children without disabilities (Inclusive Education 1). But just like any other child, they have their dreams and ambitions, and their talents and skills.

The reasons for their exclusion are obvious, where a lot of educational institutions are not equipped for children with disabilities, either with resources or special teachers. Also, special needs schools are much more expensive than normal schools, limiting the access of poor families with disabled children. Besides, a lot of families might feel that educating their disabled children might be useless, as it is much harder for them to get jobs in the workplace (50% to 75% less likely to get a job than a non-disabled person).

CoVid-19's impact on education

COVID-19 has not only affected our daily livelihood but has also impacted education worldwide. Many students transitioned to online schooling in many developed countries, however, developing countries might not have had the luxury of online learning, affecting the access to education of the children. The lack of adequate internet connection and expensive resources such as computers and internet routers meant that children could not learn.

It would be foolish to debate access to education without looking at scenarios such as pandemics, as it has proven that any major disease can become an outbreak in less than a

month. Even though countries have emerged from the pandemic, there are still 1.3 billion children in 191 countries that did not get access to their education again (1.3 billion learners 1). The majority being that many parents lost their jobs as businesses minimised their costs. In addition, 80 million refugees had to flee their homelands, making it even harder for their children to get any education (Reid).

Greater Inequality

CoVid-19 did not only limit children's access to education, but it also set back some children, especially children living in poverty, girls, and disabled children. 370 million children live on school feeding programmes so those children could not nurture, making them even more vulnerable (Education). Children are not only being vulnerable to malnutrition but also sexual and gender-based abuse and violence at home. All the psychological and physical traumas that result from that build a far higher barrier for children regarding their access to education. These issues are multiplied for refugees and displaced children, which had to move due to CoVid-19.

Pre Primary school

The above texts have focused on primary and secondary education, however, it is important to pay attention to pre-primary education. Pre-primary education prepares children for a successful education and Sustainable Development Goals 4.2 calls for actions towards an enhanced pre-primary education rate. It is also essential to note that primary-age children should not be attending pre-primary education, as this does not amount to the education needed for the kid's growth. Even though pre-primary is very important for a child's development, it is futile to attend it, without following it with primary education.

The areas with the highest primary-age kids in pre-primary education are Southern Asia with 1.6 million kids, Europe and Northern America with 1.4 million, and sub-Saharan Africa with 0.8 million. The reason there is a mix of MEDC and LEDC countries in this list is that pre-primary education is cheaper in LEDCs and parents not having the facilities to leave their kids at home alone while they are working. In MEDCs a lot of parents wait longer for kids to enter school, and with discoveries and researchers on learning disabilities, these countries can prescribe better ages for the start of school, unlike LEDCs where learning disabilities are unheard of in certain communities.

It is important to note that the [UIS](#) database has very limited access to information about pre-primary education participation. For example, the UIS misses information for 24 out of 51 countries in sub-Saharan Africa, which represents about 23 million of the 32 million primary age children out of school.

Major Parties Involved and Their Views

Niger

Nigeria has been recorded in 2020 as the country with the lowest literacy rate with just over 19% of adults that can read and write. 25% of men can read and write, while only 11% of women can do so. The surprising fact is that education is free, and in principle, mandatory for children aged 7 to 15 years old. However, not all regions have schools, and the education level is so low that many children leave school without learning how to read and write, which is due to poverty. Many children do not have access to an education because it does not exist in their area. Even though Niger has one of the youngest populations with almost 50% of their population aged 14 and younger, 2.6 million children do not have any access to education all their lives because of the area they live in. However, 40% of the children that attend primary education do not leave with enough proficiency in reading and writing, so by the time they grow up, they would have forgotten that little they have learnt (Giovetti).

However, the greatest barrier to education in Niger is the huge dropout rate. Since there are not enough suitable quality resources in Niger, many students cannot learn properly. However, the educational system does not account for that, and still harshly grades the students, making them retake classes or even expel students. Because of a high level of poverty in the area, some parents aren't able to afford their children repeated classes, not because school is expensive, but because it is 'wasted' time learning instead of working.

France

Having a long history of helping its allies in need, France stresses a lot on their help in education. France has an organisation called Coalition Education which encourages global governments to take action towards education. This organisation has invested over 16 million USD in the Sahel region in 2019, and an additional 15 million USD in 2020. France has invested

in countries such as Niger, Chad, Central African Republic, Mali, Burkina Faso, and Syria. France has a very notable partnership with Education Cannot Wait, which aimed to raise 1.8 billion USD by 2021 to help 9 million children and youth in crisis-affected areas (Education Cannot Wait).

Syria

Syria is facing huge conflicts which are translating to the level of access children get, whether it be in Syria or Syrian refugee camps. Two colossal problems are occurring in Syria regarding education, first extreme poverty is limiting the children's direct access to education, and gender inequality where 41% of girls are getting married before they turn 18 - making their education inaccessible.

Syrians seek refuge in several countries including Turkey, Jordan, and Lebanon, where the number of refugees in Turkey is close to 4 million people, 25% of which are children between the ages of 5 and 17. Education in refugee camps only gets about 0.3% of funds which is not enough to educate the children. A limited amount of professionals and resources are being sent to Syrian refugees in camps. However, the matter is even worse for children living in Syria, where school days and weeks are irregular because of conflict. Many children cannot cross the road to get to their schools while being sure that they will get back home (Syria Emergency).

Many organisations have helped with the issue for example UN bodies such as [UNICEF](#), UNHCR, and [UNESCO](#), and also some outside organisations like the Malala Fund and The Borgen Project. However, even after all the efforts in increasing the access to education, there are still over 2.2 million children inside Syria out-of-school, and more than half the refugee children have never gotten an education according to UNICEF.

Afghanistan

There are some countries in our world which are host to terrorist groups preventing women from getting an education. It is important to mention that there are groups that prevent quality education, however, today's agenda lies in the general access to education rather than the specific quality. Afghanistan, along with South Sudan, Pakistan, Central African Republic, Chad and many more, host people that believe that women should not get an education at all, no matter what the economic situation or social stance of the family is - they believe in the

inferiority and obedience of women to men. This is an ideology none of their governments agree with, however, have far more issues to deal with, than girls not getting an education is underestimated. Only 1 out of 3 girls in Afghanistan will ever attend school, which is over 65% of the children out of school. The literacy rate of men is almost double the literacy rate of women, and a major reason for that is the lack of female teachers. In a country full of conflict, families do not feel safe to send their daughters with male teachers, however, only 20% of the teachers are female. In addition, child marriage and gender norms deny women their education as well as being forced to drop out as soon as they hit puberty.

The greatest threat to a girl's education is the fundamentalist Islamic political movement: The Taliban. Under the Taliban's control girls may go to school for only a few years and in most cases are prohibited from receiving any education. The Taliban abuses the facade of the Islamic religion to force women to be submissive, and unfortunately are present in over 55% of the districts in Afghan and are present in other nations. Many people might have heard of the attempted shooting of Malala Yousafzai which is famous for standing up to their absurd rules that push women out of education because education makes women independent - and that is what the terrorist group do not want. They have bombed over 100 girl schools and killed hundreds of girls attending school, and therefore the Afghan government is trying to calm their fire down. Yet, the conflict between the government and the group is pushing more and more families out of their homes, into refugee camps, where education is even harder to get there.

UNICEF

UNICEF founded in 1946, works hard to ensure that every child gets the education they deserve. Overall the UNICEF's agenda for the years 2019-2030, can be summarised as such: Fair access to education, improved learning skills for everyone, improved access to education for children in crisis-affected areas, and specific attention to gender and disability-based discrimination. UNICEF built frameworks to ensure proper advancement, and policies are being made to aid the change of a poorly educated world, to a fully educated earth.

Regarding UNICEF's work, many achievements have been done (a full document can be found in the appendix). An example is preventing over 2 million child marriages, which led to an increasing access to education for those children. UNICEF is also actively funding and supporting through partnerships, 8.8 million children living in emergencies to access education, including 4.2 million girls. They have also provided over learning resources to over 12.5 million

children, especially in poorer areas, where without those resources children would have no access at all to education. UNICEF and their partners have provided sanitation to over 22 million of which include young women that wouldn't be able to access school otherwise. Finally, UNICEF has opened many inclusion programmes to support, help, and finance many children with disabilities.

The Malala Fund

The Malala Fund was Co-founded by Malala Yousafzai in 2013, an advocate of 12 years of safe, free, and quality education for all girls. This NGO works in various countries to ensure access to education for women in affected areas. The Malala Fund has made many researchers along with the World Bank and other organisations and secured 2.9 billion dollars from G7 countries and the world banks, towards girl's education. Raising awareness is also a big part of her organisation because she rose to fame just by raising awareness about the Taliban's control. A notable achievement of hers is her movie campaign called Stand #withMalala which lasted 12 months to raise awareness, get funds, and promote policy changes. The movie title "He Named Me Malala" was a great eye-opener just like her book "I Am Malala".

The Malala Fund is actively working in several countries, including Malala's home country: Pakistan. Pakistan is host to the second-largest number of girls out of school, where girls are 16 times more likely to be out of school compared to boys. The Malala Fund has rebuilt burnt schools, established a less gender-biased curriculum, and provided resources. Other work in Kenya, Brazil, Syria and many other countries have added up to 7.8 million USD for education.

Development of Issue/Timeline

Date	Event	Outcome
1647	During The Age of Enlightenment, the first General School Law was declared with Massachusetts	Even though this is far from the time education started with various universities built beforehand, school and formal education for the

	building schools for their children.	younger generation did not exist until this life-changing milestone.
1959	The declaration of the Rights of the Child, recognizes, along with other rights, children's right to education, as adopted by the United Nations General Assembly.	It has been the start of the world's journey towards educating children. It was the first time that education was regarded as a human right rather than a luxury.
5-9th March 1990	The world declaration on education for all was published.	Which was another milestone by the OHCHR, which was the first official time where education there was a whole declaration on education, rather than it being part of another declaration?
6-14th June 1992	178 governments adopted the Rio Declaration on Environment and Development at the United Nations Conference (UNCED). Which was an agenda focusing on education to ensure sustainable development worldwide? The paper can be found in the appendix called Agenda 21.	It contains a set of principles and actions that even though ideally, were perfect, have still not been taken seriously by all governments involved.
7th October 2001	The Taliban war started in Afghanistan.	One of the biggest opposers to the right of education of women and girls. 88% of

		casualties in Afghanistan have been a result of the Taliban war, and the Taliban still have control in Afghanistan and have expanded as well in other countries such as Pakistan.
2010	Global Coalition to Protect Education from Attack (GCPEA) was founded as a company that protects the right to access education to every child especially the ones with war zones, and in vulnerable areas.	It is an inter-governmental political commitment to protect education from the worst affected armed conflict areas. It is essentially a declaration that vows to protect all children in areas of conflict. The last conference was held on the 27-29 May 2019 in Palma de Mallorca, Spain, where many goals and targets were discussed to be achieved by the end of 2020.
2013	The Malala fund was created. The Malala Fund is a non-profit organisation was co-founded by Malala Yousafzai and her father, to fight for girl's rights to 12 years of safe, free, and quality education worldwide.	As explained above the Malala fund is one of the leading organisations for the insurance of safe, free, and quality education to all girls and women. Its work over the years has shown great results.
19-22 May 2015	UNESCO, UNICEF, UNFPA, UNHCR, UN Women, UNDP, and the World Bank, hosted in	Over 1,600 professionals from over 160 countries adopted the Incheon Declaration for

	Incheon, Republic of Korea the World Education Forum 2015.	Education 2030, which is a set vision on education for the next 15 years. It has been proven especially effective for a vision for countries to follow.
1st January 2016	The Sustainable Development agenda was set. The 3 main goals that directly relate to our topic at hand today are sustainable development goals 4, 5 and 11	The Sustainable Development agenda includes a whole goal for education, another one for gender equality, and also SDG 11 which included sustainable development through education.
6th September 2018	The G20 held a meeting on education in Mendoza, Argentina. Ministers issued a declaration affirming commitment to SDG 4 (quality education) and calling for education that will keep pace with technological development.	Many summits have been held for SDG4 in various countries, and in partnership with various organisations but the last notable summit was held in 2018. Another summit was supposed to be held in Dubai in March 2020 but was postponed to a later time. (It is important to note that many summits were held to include technology into education, and into increasing the quality of education, and not to improve access to education.)

Previous Attempts to Solve the Issue

Funding the building of schools

Many organisations such as UNICEF and the Malala Fund have been funding projects to build schools and institutions to increase the chances of children living in poor areas to access education. This is a very important move, as without infrastructures it is very hard for students to take their education seriously. However, this solution is not sustainable, as only an infrastructure does not guarantee access to education - it facilitates it, but it does not stop there. The root of the problem is poverty, and this issue is not being addressed by school funds. Also, schools which were destroyed, and rebuilt do not benefit from this initiative as they are likely to be destroyed again by the same terrorist groups. This solution is important but will not ensure access to education on its own.

Funding/Sending Resources and Teachers

Hundreds and thousands of NGOs, just like with the building of schools, are sending resources to remote areas, such as books, stationery, boards, tables and chairs, as well as teachers themselves. This solution is efficient in the short term, but not sustainable.

In addition, there is an enormous problem that lies with outside teachers coming to educate children. First, foreign teachers may not be culturally responsive, and might affect the children's perception of their culture negatively. It also sets an unpleasant note to the community, saying that few local people can educate their children, and have to put their child's future in the hands of a foreigner, instead of a person they trust. Finally, it takes away the jobs of locals living in the community. It increases the unemployment rate, which will negatively affect the economy on one side. However, the good part is that those foreigners might contribute to the local economy, and benefit the people by addressing the discriminatory side of their cultures such as gender-based discrimination.

Helping conflict-affected areas

As well as helping in a lot of poor areas, countries affected by conflicts are being aided with funds towards resources and teachers, in addition to awareness-based education to parents. This is essential as many countries in crises don't focus on education as they have their actual crisis to focus on first. Regarding the educational sector, this solution is one of the most efficient, as the educational sector cannot help solve armed-conflict crises.

Raising awareness of discriminatory gender norms

Campaign for Education, UNESCO, Global Partnership, Organisation for Economic Co-operation and Development, and many more organisations host campaigns and events to address gender-based discrimination. Families and cultures understanding that women's education is much more beneficial than their working contribution are crucial for the development of gender discrimination. This solution is a sustainable approach, as education and awareness will last for generations. However, the only downside is that it is a lengthy solution which will not show the results we need until several generations down the line.

COVID-19 Global Education Coalition

UNESCO has already started an initiative to mitigate the impact of COVID-19 on education. Many specialists are debating when the time for the world to return to its same level of economic stability, employment rate, and students in the school will come, however, professionals predicted that it will take over 5 years. Therefore UNESCO has opened this initiative aiming to help families recover from the virus regarding the children's education. Some of its current work is the mobilisation of resources and providing education to remote places which were affected for their lack of technology.

Possible Solutions

Make Education the Government's Responsibility Rather than the Parent's

If education lies on the family's shoulder, then if it were to be more convenient, the family would not enrol their children in school. This can be changed by passing a bill which states that education is mandatory in all countries. The government, and NGOs such as UNICEF, can also provide several scholarships for students who cannot afford it.

Other decisions the government can make are restricting child labour, and child marriage more diligently, and building amenities in schools for the convenience of students. Disabled children should also have extra help and guidance from the government, as many parents do not know how to handle their disabled children in all cases. An idea might be to ensure completely free education to disabled children, in order to secure their access to education. So

building schools and centres for all disabled children should be a huge priority for governments, as well as making them free. The government has a huge role in education because after all, education is money.

Better records of education

To measure accurately what are the reasons for out-of-school students which would help governments solve them, we need a more accurate way of measuring people in and out of school. This would be marking the reasons that each child is out of school, as well as exact numbers and not only estimates. In 2018, many children in formal education were considered 'in school' regardless of their level, so even when primary aged children are enrolled in pre-primary education. Besides, many children enrolled in pre-primary education were considered out-of-school. This can be done by the government's ministry of education monitoring all schools and demanding yearly reports on the number of students. For countries where counting the number of students is really difficult (due to irregular appearances, no physical school present,

It is important to monitor any attack on education and record the numbers of students out of school, especially in high armed areas and in refugee camps.

Revisit Curriculums and Inclusive Teacher Training

It is important to revisit all curriculums, to omit any discrimination, to facilitate the educational environment. Higher-quality education is required as well to guarantee access to education at higher levels.

Teacher training is also a very important aspect, as teachers are the children's first adult role models after their parents. Governments should prepare schemes to train teachers as well as NGOs that should be designed to ensure that education is being given out with no discrimination, while raising awareness on gender norms and hurtful practices. Monitoring the teaching and curriculums should be a worldwide scheme or at least government schemes in all parts of the world. It is also important to note that it is the local teachers that should be trained rather than foreign teachers being sent to a country, to ensure a healthy economy and setting a correct role model to the kids.

Create more jobs for women

It is very important to ensure that women have equal opportunities in the workplace, for parents to feel the urge and need to educate their girls. Governments should imperative secure laws to prevent discrimination while employing, aswell as encourage women to work in field less famous for women such as STEM. Organisations can also help women with their CVs in order to ensure their employability, where hopefully businesses will attain an almost 50/50 number of employees from each gender. This as well as should be paired with social awareness through campaigns, the systematic need for women to have equal job opportunities to men is crucial, not only to the advancement of the economy but to gender parity in education.

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Appendix

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