

Forum (Council, Committee, Assembly): SDG 5

Student Officer(s): Gloria Park, Quang Thieu Thai, Jeemin Kim

Libguide

TOPIC 2: The Issue of equal gender access to quality education

I. Introduction to the Topic

The second topic that the SDG 5 committee will be discussing is the issue of equal access to quality education. It is important to discuss this topic because education allows young people to promote sustainable development and ultimately maintain global communities. Moreover, being deficient in education often leads to frequent conflict between governments and nations since a lack of knowledge causes misinterpretations. Therefore, it is highly encouraged for nations to provide equal education for global development and cooperation.

Most of SDG 5's targets and indicators are connected to this topic because it is about protecting women and girls from external forces that block their rights to education. According to the UN, target 5.3 is focused on "eliminating all harmful practices such as child, early, and forced marriage and female genital mutilation". This shows that the shortage of education cannot be solved with only excessive academic resources and infrastructure. To solve this problem, the surroundings, environment, and perspective of women and girls should be changed; therefore, no discrimination will disturb their learning.

Moreover, in some cases, equal educational opportunities for both genders are lacking due to several problems, such as poverty, conflicts, infrastructure deficiency, and cultural norms. Focusing on conflict, on October 7, 2023, Hamas attacked Israel with thousands of missiles from the Gaza Strip. This led Israel to launch rockets back at Hamas, resulting in the striking of at least 51 educational facilities, such as the UNRWA training camp and school. A shortage of infrastructure resulted in some children being excluded from school. Furthermore, the environment itself is extremely poor and unprepared for providing education to students.

Infringement of the educational rights of specific genders still exists in the world. According to UNHCR, about 130 million girls are unable to access education. The goal of the SDG 5 council is to empower women's and girls rights to education and provide high-quality education.

II. Definition of Key Terms & Concepts

Definition of Key Terms

Key Term 1: Accessibility

The quality of being able to be reached or entered. In this topic, this term is mostly connected with the ability to obtain quality education. Delegates must be able to disguise factors that disrupt this “ability”

Key term 2: Discrimination

Treating a person or particular group of people differently, especially in a negative way. Discrimination is a source of disequity and disequity.

Key Term 3: Equity

The quality of being fair. Equity is significant as well as equality since it creates a foundation of education for all genders. Moreover, Equity can bring the same opportunities to both genders unlike equality which gives one gender a better chance to balance the difference.

Key Term 4: Gender Equality

Gender Equality is developing a situation in which access to rights or opportunities is unaffected by gender. Promoting gender equality is the most important fundamental process to provide quality education. This is not limited to female, but both male and female.

Key Term 5: Quality Education

Education and Quality Education are often misinterpreted as similar terms. Education is the process of receiving or giving systematic instruction. Quality education is the process of the learner to prepare them for life, not just limited to educational purpose. Delegates must be able to distinguish these two terms in order to understand this topic in a deeper perspective.

III. Key Stakeholders

Key stakeholder 1: UN Women

UN Women is the UN organisation devoted to gender equality and the empowerment of women and girls. In the past 4 years (2019~2023), UN women helped about 1.6 billion women and girls in 44 different countries to gain constitutions and regulations which provide financial support and rights. The Act of UN Women allowed women to be in a more protected environment where they can actively participate in society. Because UN Women dedicate themselves to eliminate discrimination and value equality, women and girls are able to educate in a positive environment.

Key stakeholder 2: OHCHR

OHCHR is an intergovernmental organisation formed for the promotion and protection of human rights. There are several human rights that the OHCHR values that are related to this topic, such as no discrimination, the right to education, freedom of thought and religion, and so forth. The ultimate goal of OHCHR is the equal provision of education in order to enable individuals and societies to build a stable world. Currently, their aim is to confirm that the process of equal quality education for both genders is activated in the nation, not only certified through commitment.

Key stakeholder 3: UNICEF

UNICEF is an organisation of the UN dedicated to assisting children globally in humanitarian and developmental projects. Since UNICEF is an association for children, their main goal is to decrease the factors that disable girls from being educated, such as child marriage and mortality rates. They are part of significant development in youths' education because their main goal is to raise awareness of violence toward youths and raise the nation as a whole in order to provide an unbiased environment for children, which will continuously promote gender equality.

Key stakeholder 4: National Government

National governments have great stakes in this issue because they are the association that mostly impacts gender discrimination in several ways. Governments have massive control over the country since they decide where the funds should be allocated. The government can positively influence and promote gender equality by increasing investment in girls' education, enforcing anti-discrimination laws, and economically empowering women and girls. Simultaneously, they can be negative indicators of gender equality. For instance, beginning in 2022, Iranian women citizens faced massive discrimination toward their own government. They were killed and tortured if they acted against religion. This case significantly displays the power of the government's decisions and acts and the results. National governments are extremely impactful in their nation since their constitution and beliefs are prioritised over international laws, which delegates should investigate.

IV. Key Issues including Background Information

Key Issue 1: Child Marriage

Child marriage is defined as any formal marriage or informal union between a child who is under 18. Child marriage nearly happens everywhere due to religious custom. When girls are married early, most of them are separated from society and spend most of their lives being a household. Moreover, early marriage can

result in early pregnancy that girls might acquire severe sex diseases such as HIV. This issue is extremely sensitive and dangerous as well since

Key Issue 2: LDC

LDC is an acronym for “Less Developed Countries”. This refers to countries which have low indicators of socioeconomic development. As gender equality decreases, the quality of life is most likely to be more poor as well. Low quality of life can result in unemployment, low income, poor housekeeping, lower productivity, and increased costs. This economical oppression results in mental and physical exhaustion, resulting in a high rate of crimes. Women and girls are mainly targeted to these maltreatment and oppressed in their family, which eventually lead to scarce preservation from abuses.

Key Issue 3: Gender-based Violence

Gender-based violence refers to any type of harm that is perpetrated against a person, people, or group because of their perceived sex, gender, sex orientation, and gender identity. This is significant since gender-based violence is the part of targeted crime, which highly impacts the social environment. As the atmosphere of society gets intense, the communities as a whole are concentrated on family planning. This means the proportion of people will be engaged in more pregnancies, ultimately decreasing the portion of education as a whole.

Key Issue 4: Wars and Conflicts

War is the hostility towards other parties officially issued by governments and states. Conflict is a fight between armed troops. These two events are extreme factors of destruction of the educational system as a whole, especially the war zones. The childrens cannot access quality education, since most of the investments from the government goes to the armed forces. Furthermore, several education related infrastructures are destroyed due to conflicts and wars, which created a shortage of supplements.

V. Timeline of Resolutions, Treaties, and Events

Timeline of Resolutions, Treaties, and Events

Date	Description of event
14 December 1960	UNESCO Convention Against Discrimination in Education adopted by Paris. This convention secures the free choice of religious education and private school.

18 December 1979	The UN General Assembly adopted the Convention on the Elimination of All Forms of Discrimination Against Women.
1990	The World Conference on Education for All was held in Jomtien, Thailand.
20 December 1993	“Declaration on the Elimination of Violence against Women” was adopted by General Assembly resolution 48/104.
10 December 2014	Malala Yousafzai, the female education activist from Pakistan, won the Nobel Peace Prize at age of 17.
2018	Article “Country commitments to gender equality in education” was published by UNESCO, written by Murphy, Erica
3 December 2018	The resolution about the International day of Education has been adopted by the United Nation General Assembly.
17 August 2021 ~ 24 December 2022	Afghan Women protest against Taliban's oppression and violence toward women rights, particularly in education. (Ex. Kabul University student protest)

VI. Possible Challenges & Solutions

Key Issue 1: Child Marriage

To solve this issue, delegates must understand the opinions of their own states. Religious custom child marriage are most likely to not be solve by international constitutions. However, illegal child marriages can be improved as states call upons about this issue. Finally, the chair team highly encourages delegates

to focus on external support beside the amendment of national laws. For instance, such as but not limited to financial and educational aids from intergovernmental organisations.

Key Issue 2: Less Economically Developed Countries (LEDC)

In order to resolve this issue, states may call upon the external forces to support such as intergovernmental organisations (IGO). However, delegates should acknowledge that the supplements can be infinitely provided by IGO. Therefore, the nation should come up with sustainable solutions which use less resources or forces and result in high efficiency.

Key Issue 3: Gender-based Violence

Some possible resolution for gender-based violence can come up from educating and raising awareness about discriminatory abuses. However, the process of providing these campaigns must be deeply concerned, since it is a nationwide project, in which some regions can be alienated. Thus, the delegates must come up with resolutions which are durable and established.

Key Issue 4: Wars and Conflicts

The wars and conflicts can be truce by having peaceful conferences between nations, states, or groups. Reconciliation is the best scenario to improve the quality of education. Although the wars and conflicts are continuing, external aids can improve on these situations, such as constructing academic camps for children.

VII. Recommendations for Resolution Writing including Research

Delegates must acknowledge diverse aspects of this sensitive topic while researching, constructing resolutions, merging, and debating. Delegates must concentrate on their countries' perspectives; therefore, delegates can efficiently use their time while forming resolutions and lobbying with other nations' delegates. Researching the position of delegates' nations on this topic is prioritised. Moreover, to avoid getting confused by irrelevant sources, the SDG 5 council highly recommends using sources that are provided by intergovernmental organisations such as UN Women, UNICEF, and so forth. In addition, using the resources in [UNISMUN Libguide](#) is extremely helpful; thus, the chair highly recommends using them while writing resolutions. Finally, while writing a resolution, delegates must follow the [UNISMUN resolution guidelines](#) to avoid any systematic errors.

VIII. Bibliography

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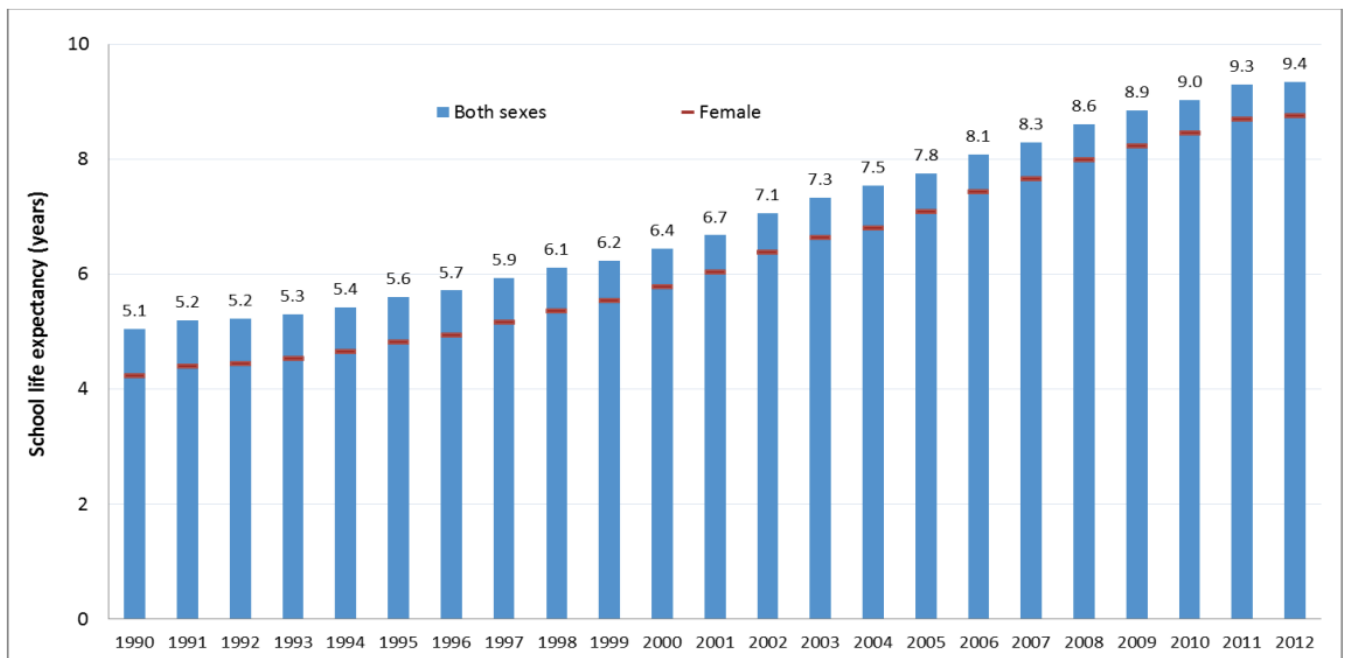
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IX: Additional Resources

Figure 1: School life expectancy (primary to tertiary) in LDCs, 1990-2012



Source: UNESCO Institute for Statistics, May 2014.

