



GA2: Social and Humanitarian

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Issue: Establishing frameworks for the continuation of education in LEDCs during crises

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Committee: Social and Humanitarian Committee (GA2)

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I. Introduction

Crises have been an ongoing issue for a very long time. The Educational crisis will end on its own. It will require authorities to generate solutions. Besides, education is a fundamental right of every human being. As told by the former Special Rapporteur for Education, 'Education, a basic human right, is frequently found to be interrupted, delayed or even denied during the reconstruction process and early response to emergencies' (Muñoz, 2008). People should be aware of the fact that education is very

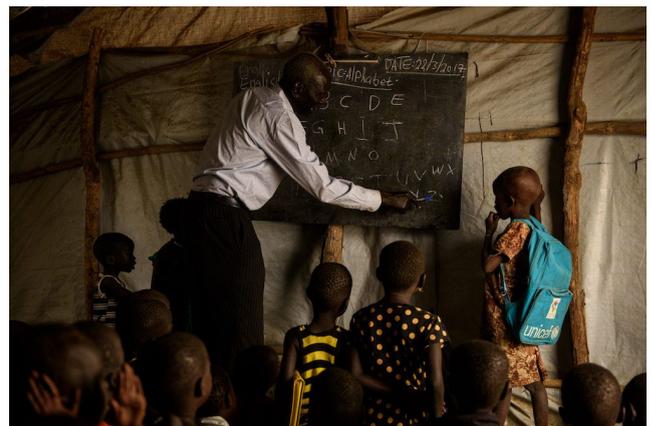


Image 1: A classroom in a zone affected by natural disasters.

crucial for children to become proper adults. In situations such as war, natural disasters, and other emergencies, education should not be neglected. Recently, a call made by Gordon Brown, the UN Special Envoy for Global Education, indicated that among 476 million children living in 35 crisis-affected countries, 65 million children aged 3 to 15 years are currently affected by the education they take. Most of the countries that are affected by a crisis that causes education difficulty are crises such as; health problems, armed threats, and natural disasters. Due to this problem, a lot of children had to drop out. Across the Arab Region, 47 million people are affected by conflicts and crises and due to Covid-19 22 million children in Asia miss out on their education. This problem has a lot of effects on the youth, causing a lack of education. For example, 13 million children are unable to attend their schools due to these crises. Around the 1990s, there were lots of battles that led to the suffering and displacement of millions of people. As a result, children's education was a casualty of these conflicts. As a matter of fact, even before the coronavirus pandemic, the world was dealing with an educational crisis. With the coronavirus spreading around the world, the education system, especially around the LEDCs, is facing a new crisis. The closure of schools not only will cause difficulties to learning but also damage economic opportunities over the long term. These difficulties



vary in each nation. The children who live in LEDCs have fewer learning opportunities. They face challenges every single day, not only trying to learn but even survive.

II. Involved Countries and Organizations

Non-Governmental Organizations (NGOs)

Non-Governmental Organizations are organizations that are set up for a particular reason without the help of a government. Many NGOs are very helpful in solving global issues; additionally, there are many NGOs that are helping LEDCs to develop an education system during a crisis.

United Nations International Children's Emergency Fund (UNICEF)

UNICEF is an organization that helps children to defend their rights, save their lives, and help them fulfill their potential. During emergencies and crises around the world, UNICEF manages to help children to keep up with their education. For instance, UNICEF helps families with the children who had to drop out of school, so that they can continue their learning. This type of action has been taken in around 144 countries by UNICEF.

Asia Education Foundation (AEF)

AEF is an NGO that is committed to improving the health and education of children around Asia. This organization builds schools and libraries, and helps health clinics. Since 1986, AEF has provided and renovated education around 23 countries.

Education Development Center (EDC)

EDC is another NGO that helps countries to provide children elementary and secondary education. They improve educational access and quality by developing many programs.

World Bank

The World Bank is a United Nations international financial institution. It is the largest public institution in the world that provides loans to developing countries. It aims to achieve its goals in the long-term. Besides providing loans, The World Bank helps to spread awareness about the educational system and programs.



United Nations Educational, Scientific, and Cultural Organization (UNESCO)

For UNESCO, the disregard of education is an emergency that is created by crisis or disasters. UNESCO has a framework for education for LEDCs during emergencies. It aims to support the education of children. This framework is designed to help the countries mostly around the Arab Region. UNESCO aims to sustainable solutions to provide the continuation of education during these hard times. They want the children there to have quality education as well as the education they provide physical, psychosocial, and cognitive protection.

Syria

Syria is one of the many countries that have problems with the continuation of education during a crisis. The crisis that happens in Syria has led 7,000 schools damaged and about 2 million children out of school. In Syria, there is a generation of children who have never been to school. Even if they want to enroll in schools in the future, they will have adaptation problems to formal schooling. On the other hand, the children who attend schools have to face daily challenges because of the crisis happening around them, and such issues as; over-crowded classrooms, traumatic experiences, and language problems. With these challenges, children are more likely to drop out of school in Syria. Almost one-third of the children who start school do not make it to the end of primary school. The crisis also affects teachers' transportation. With teachers not having the opportunity to use all kinds of transportation during an emergency, they come late or even do not come to classrooms.

Nigeria

Education in Nigeria is one of the biggest problems. The emergencies that they have to go through resulted in having poor standards in education. With these happening, schools have low enrollment. UNESCO estimated that Nigeria has the highest number

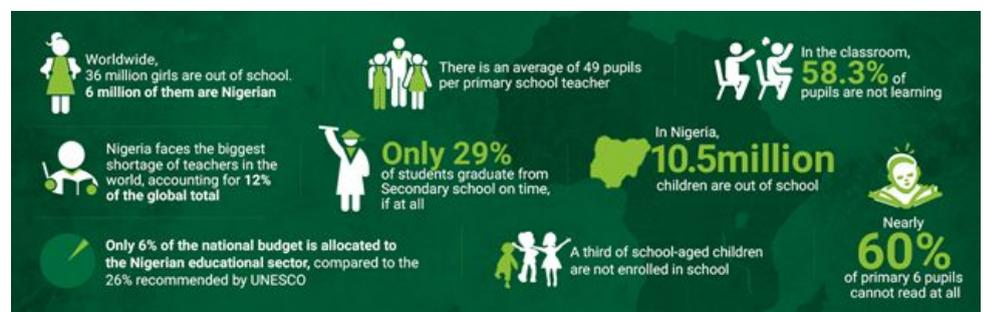


Image 2: Statistics concerning education in Nigeria

of out-of-school children in the world. Even the children who are enrolled are barely learning. The quality of education is low because the teachers are not that experienced and show poor performance. Furthermore, parents can not afford the money to send their children to schools, however, because classrooms are



incredibly crowded, the ones who can send their kids to school aren't getting proper efficiency from schools. With all of these, Nigeria can not develop.

Yemen

In Yemen, nearly 2 million children are out of school, and since the 2015 escalation in Yemen, half a million children have dropped out of school. Meanwhile, most of the teachers have not been paid their salaries for a long time. "An entire generation of children in Yemen faces a bleak future because of limited or no access to education," said Meritxell Relaño, UNICEF Representative in Yemen. "Even those who remain in school are not getting the quality education they need." According to *"If Not In School,"* more than 2,500 schools are not being used, and most of the schools are damaged due to the crisis. Children fear going to school alone because of not having as much safety as they need; that's why parents choose not to send their children to school.

Nepal

Approximately half of the population has not completed their education. The literacy rate of adults in Nepal is 27%. Since March, the coronavirus pandemic has worsened the situation. An estimated number of 8.2 million Nepali children are away from their schools. Even before the coronavirus, Nepal had an education crisis; more than half of the country's students were not proficient in reading. With the pandemic going on, an increase in dropouts have been observed.

Before there was democracy in Nepal, there were no schools. Most of the children were homeschooled. However, after their democracy was declared, the education system improved. Learning was made through textbooks rather than practical knowledge. Unfortunately, this situation couldn't hinder the upcoming crisis. With that, high school dropout rates have increased, girls, being higher than boys. Most of the children who drop out go next to their families to work to earn money, and when a crisis occurs in the country, families who are not financially secure do not have the opportunity to send their children to school.

Iran

According to the government, 480,000 children are unable to attend schools in Iran only this year. Lots of children end up dropping out of school due to the study spaces, unsafe classroom environments, lack of infrastructures, and lack of education. Another major reason why children in Iran are unable to attend their schools for their education is the decay of schools. Many schools around Iran are not strong enough to survive natural disasters. It was estimated that 27% of the schools should be renovated and 35% should be



strengthened. 1700 schools are made of portable materials and 1000 from clay.

Despite these problems, at the beginning of each year when children are sent to school some of them end up working at factories or to support their families by earning money. Even if the families have enough money, they usually prefer not sending their daughters to school, instead they just send their boys.



Image 3: A picture of a lesson where children learn in Iran.

Myanmar

Life for children in Myanmar is pretty difficult since their biggest issues are child labor and natural disasters. The children are unable to attend their schools safe enough to continue their education. A child's first years of school is significant for them to start developing themselves, but according to a 2015 survey in Myanmar, only 20% of the children can attend schools. The natural disasters in Myanmar affect thousands of people deeply causing damages in the people, the schools, and the buildings. 184,000 children ages between 3-17 were estimated to be in conflict-affected areas.

Myanmar has been working on improving its education system and to ensure the safety of students in schools. For example; the Myanmar Children Foundation, a nonprofit organization, provides aid to parents and expands educational opportunities for poor or disadvantaged children. Also, UNICEF ensures children aged 0-8 to get the education they need and the quality care and support for their optimal development.

Afghanistan

Although accessing school in Afghanistan has improved in the last decade students in Afghanistan are still having trouble finding teachers that could teach the students. It was estimated that there is a 38% shortage of teachers and 57% lack the professional requirements of teaching. Moreover, natural disasters and crises cause students to drop out of school due to unsafety. In Kabul, it was estimated that 1,700 students do not have safe classrooms, clean water, and restrooms. Attending schools in these conditions has become very hard for the students there.

III. Focused Overview of the Issue

1. Education in LEDCs



Article 26 of the Universal Declaration of Human Rights states that education is an inherent right: “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages” (United Nations 1948). While children in less developed countries have issues trying to access education, there is also a great need for psychosocial support for the students who face crises during their learning times. These children may face high stress and even trauma due to the things they face daily. A study done by the UN Refugee Agency has also concluded that in 2016 only 50% of children were able to attend primary school. Only 22% of young people at the age of 10-19 had the chance to go to secondary school. Another study made by The World Bank shows that 56% of the world’s children’s production would be less than half of what it might be if they had total education and full health, but the crisis that happens in countries affects these results. The World Bank’s vision is to make all children learn and possess skills that they will need in the future. The World Bank also wants to help teachers at all levels to become more productive during a crisis or not so they envision improving technology in schools.

Additionally, children who live in countries that have crises regularly not only lose the opportunity to go to school because of the crisis but because of the damage it gives to their country, for example, lots of schools, houses have been destroyed due to civil wars. Moreover, after the buildings get damaged, the infrastructure of the schools become dangerous to be in, and due to the lack of money the government spends on strengthening the schools in Asia, children end up not being able to attend schools. This situation is unfortunately common all around the world. Lots of students could not continue their education for months and in some places it is still going on. Even though some countries are able to manage online education, some countries are not very familiar with this system. For example, Kashmiri children were not able to go to their schools for almost a year due to the COVID-19 lockdown. Additionally, due to the military pressure the country had, the continuation of education was lacking. Furthermore, India’s policies changed concerning the autonomy of Jammu and Kashmir, which led to meaningful discussion as an instance of political crisis. While online-learning has taken the place since COVID-19 some schools have postponed teaching due to the lack of technology infrastructure. Teachers all around the world were unprepared for this big change with COVID-19 in terms of learning and adapting to the new teaching system. Nearly 22 million students in Asia missed school due to this crisis. The UN started to develop a guidance to help the countries who are reopening education institutions. For example, a condition to reopen schools is to ensure the safety of students by maintaining physical distance with the usage of masks at all times and implementing public health measures.



Figure 1: Children aged 5-15 affected by crisis, direct vs. indirect

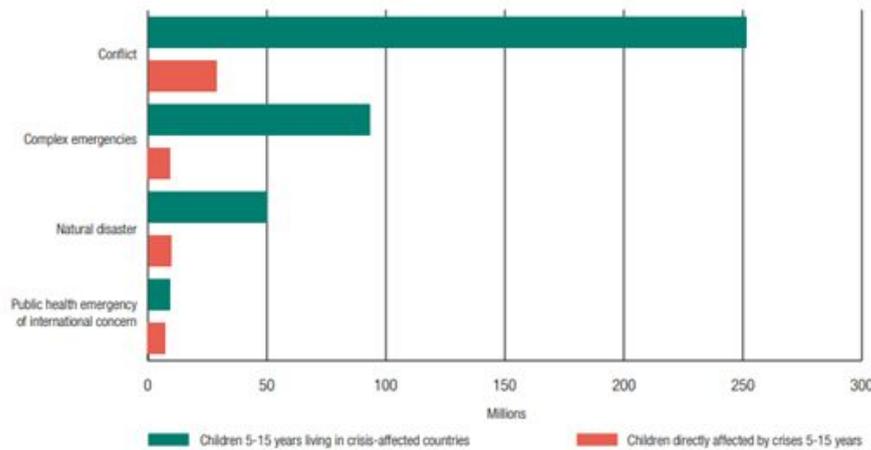


Figure 1: Children aged 5-15 affected by crises, direct vs indirect

There are at least 14 million internally displaced children aged 3-15 in the affected countries above, based on the UN Refugee Agency (UNHCR) and the UN Relief and Works Agency (UNRWA). Total populations of concern; at the primary level, only 1 in 2 go to school, and only 1 in 4 is at the lower secondary level (UNESCO, 2015b).

2. The Quality of Education during Crisis

Most crisis intervention programs prioritize primary education, and early childhood education has left a critical gap in post-basic education (secondary and higher education). Besides, the quality of education is sometimes overlooked during the crisis. In times like these, the primary focus should be ensuring the youth's access to basic education. Among these challenges that LEDCs face, both the countries and communities have shown innovations such as establishing a second shift school, recognizing self-learning programs, regulating informal education to re-enter formal education. All of these led to an increase in enrollment. Notwithstanding, the tremendous efforts being made by the countries and communities to ensure education is sustained during the crisis. However, still, countless challenges remain.

3. Gender Inequality in Education

Every country wants its population to get educated and learn new things, but when it comes to equitable access to education, not every country has the same advantage. According to the Global Education Monitoring Report in 2017, 61 million children do not have the chance to go to school. Moreover, more than 32 million children live near Saharan Africa, and almost 11 million in South Asia. Besides the crisis



that occurs around LEDCs, because of the inequality in education, 53% of the children who do not attend school are girls.

4. Costs of Education

A lot of children get enrolled in schools at the beginning of the year. However towards the end of the semester, most of them have to drop out because of the crisis that happens around their countries. Their financial status due to this crisis was the main reason why they are dropping out. 59% of children have completed their primary education. According to UNESCO, more than 50% of primary school people worldwide, and more than 60% of people in secondary schools are not able to read at a proper level.

IV. Key Vocabulary

Less Economically Developed Countries (LEDC): MEDC means More Economically Developed Country and LEDC stands for Less Economically Developed Country. LEDCs are countries that face many crises such as poverty, economic vulnerability, provision of health, instability, etc.

Crisis: A time where there is difficulty or danger.

Health Crisis: Outbreaks including natural disasters, incidents, and diseases.

Education Equality: The term equity means fairness in education where social circumstances such as gender, ethnicity, and origin should not be obstacles to achieve education equally.

Emergency Education: When children lack access to the national education system due to the crisis made by man or natural diseases.

Formal Education: Formal education is a structured and systematic form of learning. This is the education of a certain standard delivered to students by trained teachers.

Informal/Basic Education: It takes place wherever people have the need, motivation, or learning opportunity, including self-directed learning, networking, mentoring, and performance planning.

V. Important Events & Chronology

Date	Event
December 10, 1948	The UN General Assembly adopts the UDHR



September 2, 1985	The UNHCR developed the coordination for humanitarian education.
March 5, 1990	One thousand five hundred delegates from 155 countries and some non-governmental and governmental organizations met at a world conference on Education for all.
September 1, 1999	An event made by The World Bank named Basic Education during emergencies were made
2000	The Millennium Development Goals are set
January 1, 2003	Inter-agency Network for Education in Emergencies (INEE) adopted the use of “education in emergencies.”
July 12, 2011	UN resolution on the protection of children in armed zones
2012	The amount of children not attending school has been reduced to 58 million
2019	COVID-19 outbreak affecting the education system

VI. Past Resolutions and Treaties

- [UNGA A/71/L.10](#)

The resolution that has been passed by the UN is essential for the progress of education. Democratically, education rights should be provided to every child. The resolution mainly wants the education system to improve and become more reliable. It wants to strengthen its efforts to promote the values of peace, human rights, democracy, respect for religious and cultural diversity, and justice through education.

- <https://www.borgenmagazine.com/education-in-developing-countries/>

This other resolution passed by the Human Rights Council ensures educational improvements and equality among the countries. This resolution’s main topics could be listed as education equality, education rights for children, good governance to protect human rights, and stabilizing financial resources since people tend to face financial crises.

- [The Right to Education in Emergency Situations](#)

“The right to education in emergency situations” passed by the General Assembly Urges the Member States to support and spread awareness about how education is very important and that it lacks in many places around the world. This resolution also wants to ensure teachers to be well educated so that children can get the education they need, and disaster preparedness programs in schools.

VII. Failed Solution Attempts



The UNESCO Education Strategy aims to provide access to education in LEDCs, especially in post-conflict zones, where children have been deprived of their fundamental educational opportunities. However, an obstacle that continues to remain in front of the solution attempts mentioned in the document, is primarily teacher shortage, as well as lack of infrastructure and deprivation from educational technologies. The UNESCO Education Strategy addresses the approximate number of a teacher shortage as 900,000, of which the majority is needed for Sub-Saharan countries. Therefore, a clear link is made between the failure of previous resolutions mentioned in the UNESCO document and teacher shortage.

Another issue that remains unresolved is the discrimination against children with disabilities, mostly in Sub-Saharan LEDCs. Although a majority of the mentioned disabilities in the document are direct consequences of the ongoing conflict in those areas, educational opportunities are not adjusted accordingly, resulting in an unfair learning environment for disabled children. This paper specifically focuses on the previously mentioned problem in South Africa, where educational discrimination against disabled children is at its highest rates. The link to the paper:

https://www.hrw.org/sites/default/files/report_pdf/southafrica0815_4up.pdf

VIII. Possible Solutions

The crises that some countries face on a daily basis affect the country in various areas. This led them to face difficulties in education as well. Here are some possible ways to improve education in LEDCs.

LEDCs have various problems going on in their countries. The families who live in those areas cannot provide enough money to send their children to get enough education. Reducing the cost of education could be one way to solve the issue. Some African countries have abolished school fees, and after that, it was seen that enrollment has increased. For example, in Ghana, enrollment increased 12 percent, 18 percent in Kenya, 23 percent in Ethiopia, and 51 percent in Malawi. Another solution can be by school lunch programs. The children who go to school can not concentrate on their lessons with an empty stomach and according to the World Food Programme, in 2009, 66 million children went to school hungry. Moreover, teachers in schools should be well educated for children to learn correct information. Lastly, more awareness about this topic should be spread around with protests or via the internet. Most of the people around the world are not aware of these situations. With catching attention, necessary aid could be achieved. More importantly, the parents who live in those areas should also be educated since a parent's investment in their children's education is very important. However, it was proven that 759 adults do not have awareness.



These methods could help countries that are developing to encourage student enrollment.

IX. Useful Links

- This paper by the UNHCR reviews education during crises and emergencies and what the basic solutions should be: <https://www.unhcr.org/3b8a1ba94.pdf>
- This paper by UNESCO aims to ensure equitable quality of education to everyone by 2030. Moreover, it wants to ensure the student's safety during times like emergencies and crises: http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Amman/pdf/UNESCO_Strategic_Framework_EE_inthe_Arab_Region.pdf
- This paper by the UN explains how the education system changed due to COVID-19 and how it affected the World to continue the education during a health pandemic: https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf



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