# Study Guide

**Agenda:**

## Implementation of Sustainable Development Goal 4- Education

**Bureau:**

Satvik
Phalswal | Arnav
Shrivastav | Lakshya
Bidasaria

# INDEX

# LETTER FROM THE BUREAU

Dear Delegates,

We are utterly pleased and honored to welcome you to the very first model united nations conference of The Shishukunj international school, north campus. It is our honor to serve as the bureau for the United Nations Commission for Social Development.

This committee's primary job has always been guiding and assisting the world in being a better place through sustainable and integrated development. We are writing this letter to bring to your attention the upcoming agenda, which is the implementation of sustainable development goal 4. Access to high-quality education is a prerequisite for both economic growth and improved quality of life, and it is one of the pillars of sustainable development.

To ensure that we make the most of the period of two days that we will be spending together, we urge you to not only read this guide but to also engage yourself in expansive and enriching research of your own. All the topics and subtopics mentioned and explained in the study guide are only there to guide the committee with how it should move forward and not to restrict the committee flow, we suggest that you use this guide as a reference to guide you with further research and preparation.

We look forward to interacting with all of you and having fruitful and healthy discussions over the span of two days. We will always be there to help you and guide you on every level of the conference starting from preparation to the final day itself. We hope to make this conference a lifelong memory you cherish for all of you.

We will give it our best to make the discussions plentiful and indelible. We are there to help you and request that you do not hesitate in reaching out to us for any queries, help or assistance of any kind. Let us make this conference constructive, fun and worth all the time and effort put in by each one of you.

Fondly anticipating meeting all of you!

Yours Sincerely,

Co-Chair- Satvik Phalswal and Arnav Shrivastav

Vice Chair- Lakshya Bidasaria

# MANDATE OF UNCSOCD

The Commission for Social Development was established by the Economic and Social Council in resolution 10(II) of 1946 with the mandate of advising ECOSOC on matters related to social policy. Commission for Social Development has undergone a significant transformation gradually after its formation.

After the noteworthy expansion of its mandate in 1995 at the World Summit for Social Development in Copenhagen with the three main themes of poverty eradication, productive employment, and social integration, the Commission's Mandate was strengthened as a policy advisory body that would examine and recommend changes in international frameworks concerning social development and in addition to its Copenhagen Declaration and Programme of Action its mandate includes providing broad policy advice on issues of social development, anticipating potential issues in social development and making recommendations regarding it.

The mandate would continue to expand as the Commission's significance would grow over the years and determine its importance over the implementation of SDGs and the 2030 Agenda. The Commission is a platform for crucial discussions about the world's social development aimed to produce recommendations to ECOSOC regarding sustainable development policies.

# INTRODUCTION TO THE AGENDA

The Rio de Janeiro conference of 2012 witnessed the birth of the sustainable development goals which were established to assist today's world in attaining sustainable progress, with the objective being to have a set of universal goals that could act as a guiding framework to effectively address the pressing matters of today's world.

In this committee, we focus mainly on SDG-4 which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. This SDG has seven main targets to help track its progress and ensure complete implementation and they are as following:

1.  Universal primary and secondary education

2.  Early childhood development and universal pre-primary education

3.  Equal access to technical/vocational and higher education

4.  Relevant skills for decent work

5.  Gender equality and inclusion

6.  Universal youth literacy

7.  Education for sustainable development and global citizenship

Ensuring inclusive and fair access to education worldwide is the primary aim of sustainable development goal 4 and by providing education to children we give them the tools they need to think critically and logically, and to foster peace. The imparting of

Self-confidence along with teaching problem-solving skills enables individuals to deal effectively with obstacles, so by providing education we can empower future generations with abilities needed to construct a remarkable society.

The issue of accessible quality education is one of the most significant yet frequently disregarded crises in societies and countries worldwide, so this crisis must be addressed by providing young people with the knowledge and skills required for them to lead in accordance with sustainable development goal 4.

Quality education is a vital global issue and the 4th sustainable development goal - yet it remains unattained by many countries, but despite such challenges as conflict or outbreaks of disease, this agenda seeks to help nations keep striving towards this worthy aim.

By highlighting any shortcomings within the universal diffusion of quality education via this agenda we endeavor to initiate dialogues at an international level and through effective brainstorming we hope for progressive resolutions that will lead us towards achieving improved societal standards.

# KEYWORDS

- **SDGs** - Sustainable Development Goals established by the UN in 2016 that would make efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

- **SDG 4** - Sustainable Development Goal 4 or simply Goal 4 is one of the 17 goals established by the UN to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

- **Literacy Rate** - the percentage of the population of a given age group that can read and write

- **Primary and Secondary education** - primary education refers to the early stages of formal education, which comes after pre-school education, whereas secondary education refers to the final phase of formal education, which comes after primary education. Primary education from age 6 to 14 years while secondary education from 12 to 17 years of age

- **Technical education** is the academic and vocational preparation of students for jobs involving applied science, modern technology, and other related fields.

- **Vocational education** refers to instruction intended to equip persons for industrial or commercial occupations. It may be obtained either formally in trade schools, technical secondary schools etc.

- **Tertiary Education** refers to all formal post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools.

- **Prejudice**- making an opinion about something or someone without understanding the situation and/or person

- **Discrimination**- Unfair treatment of people based on prejudice

- **Inclusivity**- providing equal access to opportunities to all people and especially those people who may be discriminated against

- **Accessibility**- making information and activities purposeful and fit for use for as many people as possible

- Equitability- Impartial, reasonable, and fair

- **EEA**-The European Economic Area (EEA); The EEA includes EU countries and Iceland, Liechtenstein, and Norway. It allows them to be part of the EU 's single market.

# PROPOSED SOLUTIONS

The 2030 Agenda puts forward a broad target to achieve sustainable development. The success of the SDGs requires innovative ideas, solutions, and modifications to the already existing ones. The agenda Implementation of SDG 4 - Education focuses on tackling the problems faced in the implementation of it and the various sub-goals aligned to it.

Solutions to strengthen the implementation of SDG 4 and improve the condition of quality education and provide it to all include thinking of innovative ideas that would directly or indirectly cause a remarkable effect on the current state of education globally. Innovative solutions may be simplistic along with being complex on the other hand.

For example-

● Formulation of welfare schemes and programmes. Encouraging people through awareness programmes, promotion of free courses, vocational and skill-based learning, and creative and practical knowledge.

● To check for problems over vast spheres and to pinpoint the obstacles present between the provisions of quality education [War, child labour in economically backward families, people in remote areas, religious aspects, shortage of infrastructure, controversial policies, expenditure by government is insufficient etc.] and to look for suitable solutions.

● Addressing the lack of infrastructure, paving more roads and routes for better mobility, creation of strict international laws to prevent the impact of wars on the education of children, prioritizing education in remote and tribal areas and making the tribals aware of the importance for the same, provision of rations in school to attract the children of backward families to attend schools, gathering funds for the development of the condition of education in backward or underdeveloped nations, provision of proper education facilities to migrants and refugees etc.

# ACCESSIBILITY AND INCLUSIVITY OF EDUCATION

Approximately one in twelve primary school children are unable to go to school amongst the total count of around 787 million and education is denied to 58.4 million children across the world due to diverse problems. In total there are around 759 million uneducated adults that don't possess the awareness required for improving their lives or sending their kids to school.

Not having enough money stands in the way of making education more accessible, despite being a problem for just one country initially, lack of funds could lead to global barriers in providing accessible education.

Challenges in educational accessibility often stem from economic issues, which can span across three different levels-

(i)     Global level: - Lack of funds is not only a national but a transnational and global issue, it hampers equitable and accessible education to everyone and stands in the way of achieving SDG 4 by 2030, in most cases, lack of funds on a global level is due to improper allocation of funds or the absence of proper management. On a global level, for each country the situation is different, but it is alarming in most places and must be dealt with immediately.

(ii)     National level: - Problems in accessibility of education on national level consist of the countries whose economies are not capable enough to provide accessible education to the people.

Economic issues:

(iii)     Personal level: - Education may be inaccessible for those who are not proficient enough in dealing with personal economic problems such as poverty or unemployment, are deprived of education due to unaffordable education costs is a major threat that looms over global progress

https://www.voicesofyouth.org/blog/building-great-people-changing-their-mindset-about-education

**Social issues**

The social issues that become barrier in the accessibility of education are: -

(i)      Religious beliefs: Religious beliefs held by people and the government's outlook on certain beliefs or even religion affect the accessibility and equitability of education to all. Religious beliefs may sometimes obstruct education when there are instances of governments' prejudices against certain religions or when religious doctrines clash with educational principles.

People's religious beliefs: -Some people's religious beliefs can lead them to believe that education is not important. For example, some fundamentalist Christians believe that the Bible is the only source of knowledge, and that secular education is unnecessary or even harmful. As a result, they may choose to homeschool their children or send them to religious schools that do not offer a rigorous academic curriculum.

Other people's religious beliefs may lead them to believe that certain subjects are not appropriate for study. For example, some Abrahamic (what is it) religions preach that children should not learn about evolution or other scientific theories and facts such as proof of the earth being round that contradict and undermine their religious beliefs. As a result, they may choose to keep their children out of public schools or send them to religious schools that do not teach these subjects.

Government policies: - Government policies can also obstruct education by discriminating against certain religions or religions as a whole. For example, in some countries, the government requires all students to attend religious classes, even if they do not belong to the majority religion. This can make it difficult for students of minority faiths to learn about their own religion and culture. Additionally, some governments have banned religious schools altogether, which can make it difficult for people of faith to obtain an education that is consistent with their beliefs.


**Examples and case studies: -**

There are many examples of how religious beliefs and government policies can obstruct education. Here are a few examples from France, Germany, and Afghanistan:

●      In France, there has been a long history of secular education wherein the government has a policy of separation of church and state, which implies that religious teachings are not allowed in public schools. This policy has been criticized by some religious groups, who argue that it discriminates against their

children. (Elaborate such as prohibition of wearing religious symbols and govt's staunch beliefs)

● In Germany, there is a system of public and private schools. Public schools are secular, while private schools can be religious or secular. The government provides funding for both types of schools. However, before Germany became such, jews were discriminated against based on their religious orientation where they weren't allowed equal access to education.

● In Afghanistan, Taliban came to power in the 1990s. Under Taliban rule, women were denied education altogether, and men were only allowed to attend religious schools. This policy had a devastating impact on education in Afghanistan, as millions of children were denied the opportunity to learn.

(ii) Gender discrimination: - Taking away education privileges from an individual based on their sex/gender falls under the category of Gender Discrimination, while progress has been made towards modernization and development in countries such as Afghanistan and the Central African Republic they continue to fall behind when it comes to providing access to education for young girls. In certain regions or nations around the world there exist distinct barriers holding back the female population from obtaining an education, including things like poverty or child marriage, and investment in education is prioritized for boys rather than girls by poor families. Schools in certain areas do not fulfill the hygiene or safety requirements for girls.

**Increasing accessibility of education to all sections and Groups of society:**

The lack of accessibility of education for different caste and social groups can be attributed to the conservative mindset of a section of society, so to enhance accessibility of education for every section of society we must first spread awareness regarding its importance. Offering education to nomadic tribal communities is an essential task that must be addressed.

**Contribution of private sector in improving the condition of education:**

The learning levels have been increased thanks to monetary aid from private companies, and increasing the standard of education worldwide and establishing more schools has been possible partly due to a remarkable contribution from Private Organizations - they alone have provided a phenomenal number of

resources amounting to approximately 25%. Furthermore, they have indirectly increased enrollment rates by almost half with their significant contributions equaling up to about 40%

**Providing a safe space for all the children to receive education:**

By providing children with a serene atmosphere to learn in where they are heard and respected, it leads to faster development since they feel secure. Safety protocols here go beyond just ensuring physical protection; we understand that children should feel safe in all aspects including mentally and emotionally before they can truly flourish academically. Providing an unobtrusive and relaxing learning setting allows for optimal student growth, and the right setting can make all the difference in how positively kids approach their education. Motivation helps achieve success academically and improve social relations.

**Breaking prejudices and stereotypes associated with education:**

A lot of people are unable to pursue education due to the problem of prejudice, and there exist certain negative biases and attitudes towards groups in our society.

Development and education often suffer from the influence of stereotypes and prejudices on individual or group perspectives. Immediate action must be taken towards promoting equal access to quality education.

https://safesupportivelearning.ed.gov/topic-research/environment/physical-environment#:~:text=A%20well%2Dmaintained%20and%20safe,academic%20achievement%2C%20and%20prosoci%20al%20behavior

https://www.researchgate.net/publication/330503076_PREJUDICE_AND_WAYS_TO_AVOID_IT_IN_EDUCATION

https://www.unesco.org/en/articles/future-we-can-all-live-how-education-can-address-and-eradicate-racism

# CHALLENGES FACED BY GOVERNMENTS

SDG 4 was designed to help improve the current situation in the educational sphere globally and even though it is an initiative that could potentially change the world, we still face a lot of roadblocks while implementing it, because on the ground level, there are many problems governments face while implementing SDG 4 and we hope to address these problems over the course of our committee session.

The problems faced by governments regarding the implementation can be due to various aspects as explained below:

## 1. Lack of qualified professionals

One of the biggest issues facing the education system is the lack of educated professionals who can provide the future generation with a high-quality education. The serious shortage of qualified professors and instructors is impeding the expansion and development of education in many nations.

The lack of qualified professionals in the education system has resulted in a workforce that is unprepared and unable to give students the necessary skills and information. It has also led to teacher shortages in some areas, which has led to overcrowded classes and understaffed schools. This has a negative effect on the standard of education offered, which eventually affects the future of the country.

Therefore, it is crucial to address this issue by hiring and training more qualified educators who can give the pupils an excellent education. Future growth and development for the students, neighborhood, and country as a whole would be ensured by doing this.

## Lack of Infrastructure and Resources

Buildings, classrooms, labs, equipment etc. are essential for the teaching learning process to be effective and it impacts the enrollment, learning and the attendance rates of students in schools worldwide, for example, we observe that in the case of Peru, when investments were made to improve the infrastructural conditions, the attendance rates went up.

One of the targets of the sustainable development goal 4, more specifically target 4A clearly marks having basic and decent facilities as a yardstick for accessible, equitable and quality education and considers it to be a basic requirement.

Over the course of the past few years, enrollment in higher education has increased drastically and it may seem like a good thing on the surface but in reality, it is diluting the quality of education because the governments don't have enough funds or resources to facilitate the education of these citizens. This crisis regarding such a lack of resources is mainly due to the improper allocation of funds or diversion of funds from education to other fields or lack of funds or lack of awareness.

**Awareness of Schemes and Policies**

The media and press play a vital role in the implementation of the sdg goals as they have direct access to the public and they act like a bridge between the government and the people.

It is the media which helps bring awareness about the schemes and policies of the governments which assist people in making better decisions which further increases participation and enrollment of children at a young age which in turn helps us achieve integrated yet sustainable development.

# SITUATION IN VARIOUS COUNTRIES

**Andorra**

A nation with a small population of nearly eighty thousand and being the sixteenth smallest country in the world, it has a literacy rate of 100% as by law it is compulsory to attend full education schools for children between ages 6 to 16 years that is Primary and Secondary school also what contributes towards the high education and literacy rate is that education up to secondary level is free of cost for citizens as well as residents at any public school. Also, with having no standing military force and being guarded by the forces of Spain and France via various treaties, a lot of funds are saved and are utilized by the government to be used in other sectors for development. For higher education, the University of Andorra is the only option for students to enroll in, while most pursue Higher education abroad.

**Norway**

A Scandinavian nation with a population of around 5.5 million, Norway has a literacy rate of 100% and is one of the very few nations where education used to be free for all international students, however now all international students outside EEA (Exclusive Economic Area) and Switzerland will be required to pay for education. Education for children from 6 to 16 years of age is compulsory. The education system is divided into Primary, Secondary and Higher education levels.

**India:**

The most populous nation in the world with a literacy rate of 77.7%. Its education system is divided into lower primary, upper primary, high, and higher secondary. Having the Right to Education as a fundamental right makes all private institutions reserve 25% of their seats for students from economically weaker sections, the government has enacted various policies and schemes that have made progress in education such as the Mid-Day Meal scheme which is to provide meals in schools has significantly increased the enrollment and attendance of students in schools and has prevented the children of economically weaker families to skip school and instead attend regularly.

The Sarva Shiksha Abhiyan that focuses on making education free and compulsory to the children of 6 to 14 years of age and the National Education Policy which aims to provide proper development to all students in academic as well as nonacademic spheres and restructuring the school curriculum. But having such a high population there is a lot of competition and pressure on students. There is a lack of the quality and quantity for resources and infrastructure especially in government schools and in remote areas. There is low awareness of the importance of education in rural areas.

The education system in India has several difficulties. There is a significant gap in opportunities for learning between urban and rural communities, insufficient training for teachers, and poor infrastructure. The lack of emphasis on critical thinking and practical skills is a result of high dropout rates, rote learning techniques, and a focus on education that is only exam oriented. Additionally, the system's failure to accommodate various learning demands, inadequate investment in education, and social inequality problems all make it more difficult for marginalized people to obtain high-quality education. For India's educational system to be more accessible, equal, and successful, these issues must be resolved.

## Afghanistan:

A nation with a population of 40 million has a literacy rate of 37.27% due to devastating wars and unstable government. Before the recent Taliban regime, community-based classes and accelerated programmes had been the main means of education for children who lack access to government schools. A community-based education policy was developed in 2018 through multi-stakeholder consultations to improve the provision of all community-based education. After the Taliban takeover, access to education for girls was banned leaving 1.1 million girls without access to formal education.

## Eritrea:

Despite having a 93.3% literacy rate and a population of 3.6 million, the African country still struggles to give its young people access to a quality education. The education system, which consists of five stages (pre-primary, primary, middle, secondary, and post-secondary), is designed to combat traditional taboos and rural poverty. The country ranks poorly in the world for primary school enrolment, secondary school graduation, and tertiary school enrollment as a result

of the government's control and restriction of the educational system and unable to demonstrate much effort or concern in the education of the youth.

# UN TREATIES AND AGREEMENTS RELATED TO THE AGENDA

### 1.    Convention against discrimination in education

The convention against discrimination in education was adopted on 14 December 1960 by the General Council of the United Nations Educational, Scientific and Cultural Organization. This convention discusses the discrimination, inequality and prejudices that exist in education systems worldwide, it talks about just how deeply it hampers education and acts like a roadblock in education that is accessible to everyone regardless of any discrimination. This convention accepts and acknowledges the diversity in education systems, but it forbids any form of discrimination in education and promotes equality, accessibility, and equitability. This convention has several provisions to assist educational institutions to provide education to all equally.

### 2.    International covenant on economic, social, and cultural rights

This agreement was adopted on 16 December 1966 and talks about all the various types of rights guaranteed to every individual via international law and one of these rights is the right to education for one and all. Article 13 of this agreement talks about compulsory, accessible and equitable education for everyone and emphasizes the importance of different types of education and the differences between them.

### 3.    Convention on the rights of Children

This agreement talks about the various aspects of the rights a child must have according to international law, it mentions a multitude of rights ranging from the right to life to the right to a family. This covenant especially emphasizes the right to education and outlines it as a basic right every child must be assured of.

# CONCLUSION

In conclusion, the UNCSocD committee has a difficult and pressing task with the implementation of Sustainable Development Goal 4. It will take careful deliberation and cooperation between member states, NGOs, and other stakeholders to strike a balance between the need for fair access to high-quality education and the requirement to ensure financial sustainability. The achievement of SDG 4 will also depend on resolving the issues of unequal educational opportunities and widespread corruption in some nations.

To guarantee that everyone, regardless of background, has the chance to receive and benefit from great education, committee members should place a priority on creating clear guidelines, encouraging transparency and accountability, and participating in constructive debate. Ultimately, the success of SDG 4 will hinge on the willingness of member states to work together towards a better future for all.

The committee looks forward to maximum brainstorming and effective solutions. The solutions demand better opportunities and chances of application in all the countries and not just the member states. The world needs to be developed in all the spheres and one of the most important spheres that demands development is education.

# QUESTIONS A RESOLUTION MUST ANSWER

1. What are the ways to sustainable accessibility of education with a global view?

2. How can investment in education be made affordable for economically weaker countries?

3. How can improved access to high-quality education be made available, particularly to groups that are disadvantaged and marginalized?

4. What strategies can be implemented to ensure equal opportunities for education on a global level?

5. What mechanisms can be put in place to monitor the progress of efforts to implement Sustainable Development Goal 4?

6. How can countries collaborate to work together towards the implementation of SDG-4?

# BIBLIOGRAPHY

https://www.weforum.org/agenda/2020/01/education-we-have-velocity-we-just-ne ed-trajectory/

https://www.humanium.org/en/right-to-education/

https://www.lcdinternational.org/how-can-we-make-education-more-accessible

https://sdgs.un.org/goals/goal4

https://en.unesco.org/education2030-sdg4/targets

https://www.unesco.org/gem-report/en/monitoring-sdg4

https://unstats.un.org/sdgs/iaeg-sdgs/metadata-compilation/
https://unstats.un.org/sdgs/tierIII-indicators/

https://unstats.un.org/sdgs/iaeg- sdgs/tier-classification/

https://unstats.un.org/sdgs/indicators/indicators-list/