SOCHUM Committee

Established in 1945, Social,Humanitarian and Cultural Committee (SOCHUM) is one of the six main committees at the United Nations General Assembly (UNGA).All 193 member states are included in SOCHUM but non-member states and other organizations recognized by the UN as permanent observers can attend and participate in sessions yet they cannot vote.

SOCHUM aims to protect human rights.The committee also has collaborative and cooperative work with the United Nations Economic and Social Council (ECOSOC) and United Nations Human Rights (UNHCR) committee as well.This committee debates issues concerning human rights and social humanitarian affairs and furthermore examines reports of the councils and committees related.It also concerns problems such as (but are not limited to) the protection of children,the advancement of women,the treatment of refugees,racism and important social development questions related to youth,family,ageing,persons with disabilities,prevention of heinous crime, criminal justice and control over the international drug epidemic.

Introduction

United Nations declared 2005-2014 as the decade for the Education of Sustainable Development, and since then , it has been a very important topic in schools.

Contrary to the traditional techniques of teaching, Education for Sustainable Development (ESD) embraces a more integrated/universal method for education with the purpose of “creating a better world for this generation and future generations of all living things on our planet “. This approach permits every child to achieve the knowledge,proficiencies,manners and principles needed in order to create a sustainable future.

Humans often perceive development as a normal, necessary process. But this process now became increasingly dependent on over-exploitation of natural resources. Thus, the reconditioning of these reserves and supplies are afflicted.

Also, not only our resources are affected, our economy, society, politics and culture are affected negatively as well. Priorities of human beings brought the world in this position. We can no longer survive without changing our acts.We are running out of resources and by polluting the world increasingly every single day ,we are destroying the world of the next generations as well as our world.And educating today's children plays a crucial role in order to create a sustainable future.

Definition of key terms

Sustainable Development: Economic development that is conducted without depletion of natural resources.

UN Sustainable Development Goals: The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face.

LEDC: Less Economically Developped Country

Education System: The system establihed by a country that is followed in every part of it's education. Everything that goes into educating public-school students.

Background Information

Origins of the problem

Education is important for children because they are the future of the world and they should be updated with current affairs. They are the pillars of a nation. Origin of the need for education goes back as far as human's first instincts. Every human needs to learn and they always feel the need for it.

The need for the adoption of these sustainable development goals by UN is actually originating from the education that the previous generations received. The lack of education in the LEDCs (Less Economically Developed Countries) cause the creation of some clauses in SDG such as the ones about poverty and famine.

Colonialism is also one of the reasons that lots of countries (especially African countries) have been suffering from poor economical conditions.

Importance of the Topic

Educating today's children for a sustainable future

Since the start of the last decade humanity have focused on one common goal: 17 Sustainable Development Goals set by United Nations such as;

1. No poverty
2. Zero hunger
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy

8. Decent work and economic growth
9. Industry, inovation and infrastructure
10. Reduced ınequality
11. Sustainable cities and communuties
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace and justice strong institutions
17. Partnerships to achieve the goals.

According to UN we must achieve these goals by 2030.

It is apparent that our current generation is incapable of achieving these goals. We must have atleast had some progress but instead we are getting farther away from reaching these goals.

Humanity does not have any options but to trust the upcoming generations. We must ensure that the next generation is not just a repeat of their ancestors. This is why it is crucial for all the countries to create partnerships as the goals state.

Previous Attempts

United Nations Decade Of Education for Sustainable Development

DESD (2005-2014) was an ESD initiative of the UN. UNECE was the lead agency for the DESD. They combined the works of the several UN agencies and organizations related with the issue.

UNESCO worked to:
* catalyze new partnerships with the private sector, with youth, and with media groups;
* encourage monitoring and evaluation;

* encourage development of a research agenda and serve as a forum for relevant research on ESD;
* serve as a forum for bringing together important stakeholders in the Decade such as representatives of Member States and key multinationals, faith-based institutions, youth associations, indigenous people, etc.;
* share good ESD practices;
* link Member States that have put in place ESD curricula, policies, research, etc. with those Member States that are requesting help;
* convene flexible working groups on particular topics including the UN Interagency Committee for the DESD (IAC), the DESD Reference Group and the Monitoring and Evaluation Expert Group (MEEG);
* fulfil its strategic role with regard to ESD.

Current situation

Nowadays, a lot of countries is struggling with the lack of an education system that is competent enough. Throught the world there are also some forms of education systems that are really admirable like the ones in;

- Finland
- Japan
- South Korea
- Denmark

These systems must be examined by the countries that do not have the same success in this domain because it is crystal clear that these are the systems that will prepare the next generations for a sustainable futue.

Involved Organizations

UNESCO

(the United Nations Educational , Scientific and Cultural Organization)

UNESCO is one of the UN bodies. It was established on November 4th, 1946. In our context, UNESCO focuses on improving the access to a better education on sustainable development at all levels and in all social circumstances, in order to reconstruct/ renovate the society by reorienting education and help people expanding their knowledge, skills, manners and principles necessary for sustainable development. UNESCO aims to incorporate sustainable development issues like climate change and biodiversity into teaching and learning. Also, UNESCO is responsible for the coordination of the Global Action Program (GAP) on ESD.

UNECE

(the United Nations Economic Commission for Europe)

UNECE was established in 1947 by ECOSOC. The UNECE's main purpose for ESD is to encourage states to merge ESD into all forms of their education systems from primary to tertiary levels.

The objectives of their strategy, which will contribute to the achievement of this aim, are to:

(a) Ensure that policy, regulatory and operational frameworks support ESD;
(b) Promote sustainable development through formal, non-formal and informal learning;
(c) Equip educators with the competence to include sustainable development in their teaching;
(d) Ensure that adequate tools and materials for ESD are accessible;
(e) Promote research on and development of ESD;
(f) Strengthen cooperation on ESD at all levels within the UNECE region.

Eco-Schools

Eco-Schools developed as a response to the deficiencies determined at the United Nations Conference on Environment and Development in 1992. Now, 19 million students take part in their program. Their system concerns themes such as biodiversity & nature, climate change, energy, food, global citizenship, health & wellbeing, litter, marine and coast, school grounds, transport, waste and water.

ECO-UNESCO

It is Ireland's Environment Education and Youth Organization that aims to conserve the environment and empower young people, to raise environmental awareness, understanding and knowledge of the environment among young people, to support the protection and conservation of the environment. They also supply a wide range of programmes and services such as Environmental Youth Programmes, Young Environmentalist Awards Programme, Training Programmes, Education Resources and Consultancy Services.

In the other hand, a lot of countries do not give enough importance to this issue like;

- Burma
- Central African Republic
- Equatorial Guinea
- Liberia

The statistics show that their education percentage is directly proportinal with their overall wealth and happiness.

When these LEDCs do not have enough economic stability to be spending money of education, their education system goes worse day by day and when the education rates go down their economic situation also goes down. So they enter a cycle that is inevitable.

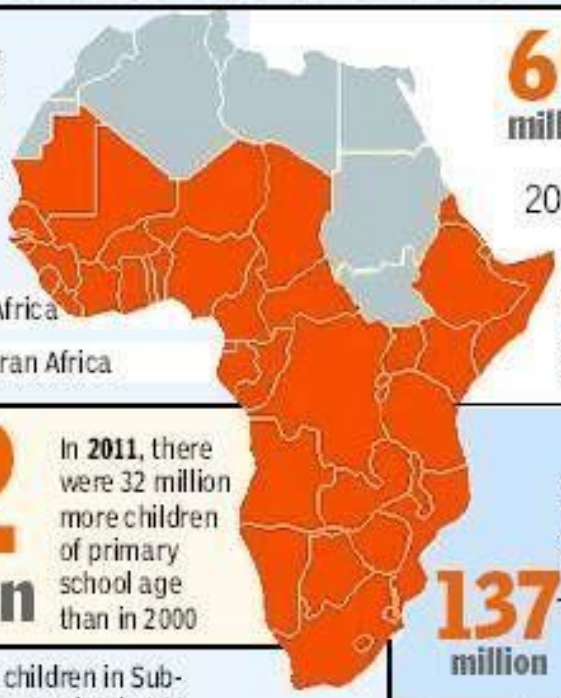
Unempolyment is also playing a huge role in this vicious cycle because the job opportunitiess in these regions are close to non-existing. This dilemma makes education pointless in these regions.

Some Statistics

This infograph shows that without the aid of foreign countries, Sub-Saharn cannot get out of this vicious cycle.

HOW GLOBAL AID AFFECTS EDUCATION

The cut-back in aid from donor countries will have a dramatic impact on kids in schools across the world



More than half of world's out-of-school children live in **Sub-Saharan Africa**

69 million 2011 | **100 million** 2000

69 million young adolescents around the world were not attending primary or secondary school, compared to 100 million in 2000

32 million

In **2011**, there were 32 million more children of primary school age than in 2000

Out-of-school children in Sub-Saharan Africa remained at 30 million since 2008

137 million began primary school in 2011 but **34 million** left school before reaching last grade of primary education

Avg out-of-school rates of boys and girls for primary school age children: **20%** | **21%**

- Since 2005, global primary net enrolment rate moved by 2% -- from 87 to 89
- Of 57 million out-of-school children of primary school age, almost half (49%) will probably never enter school

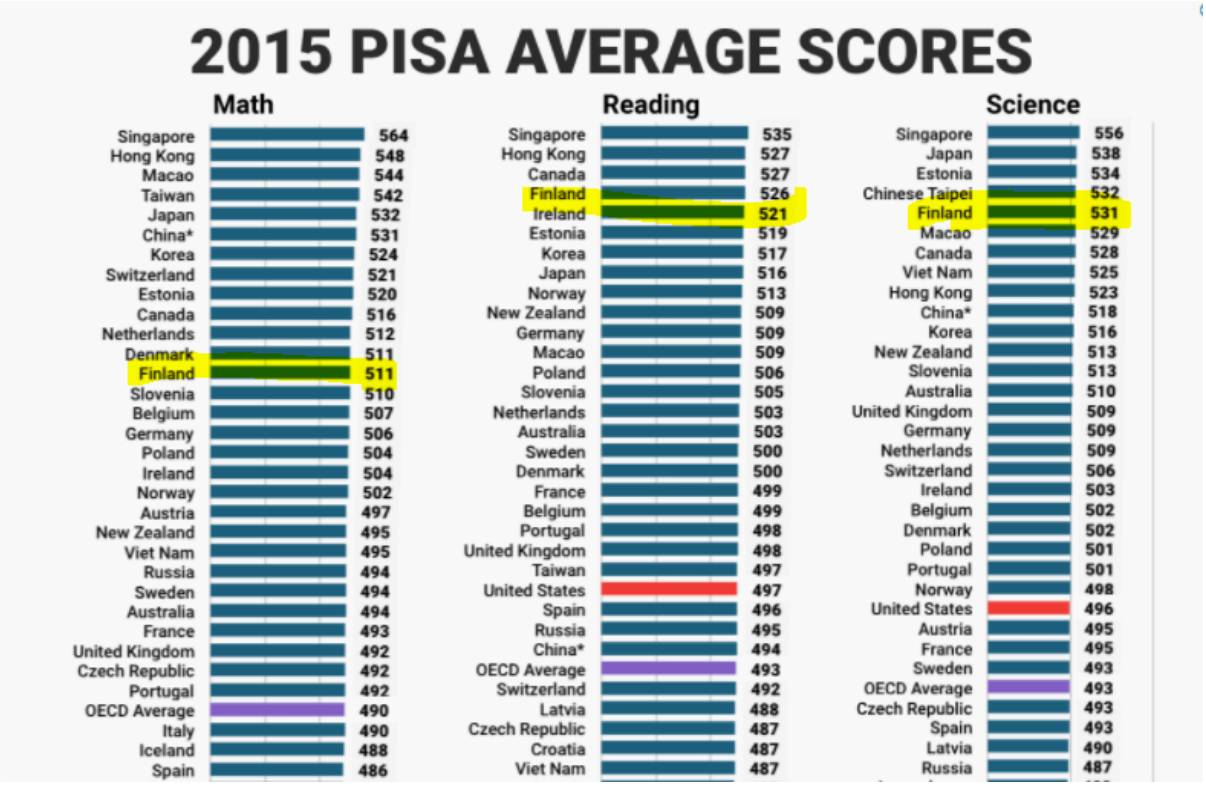
- **Aggregated aid to basic education in poorest countries fell by 9% ($189 million)**
- **Low-income countries need $26 billion a year to achieve universal primary education by 2015**

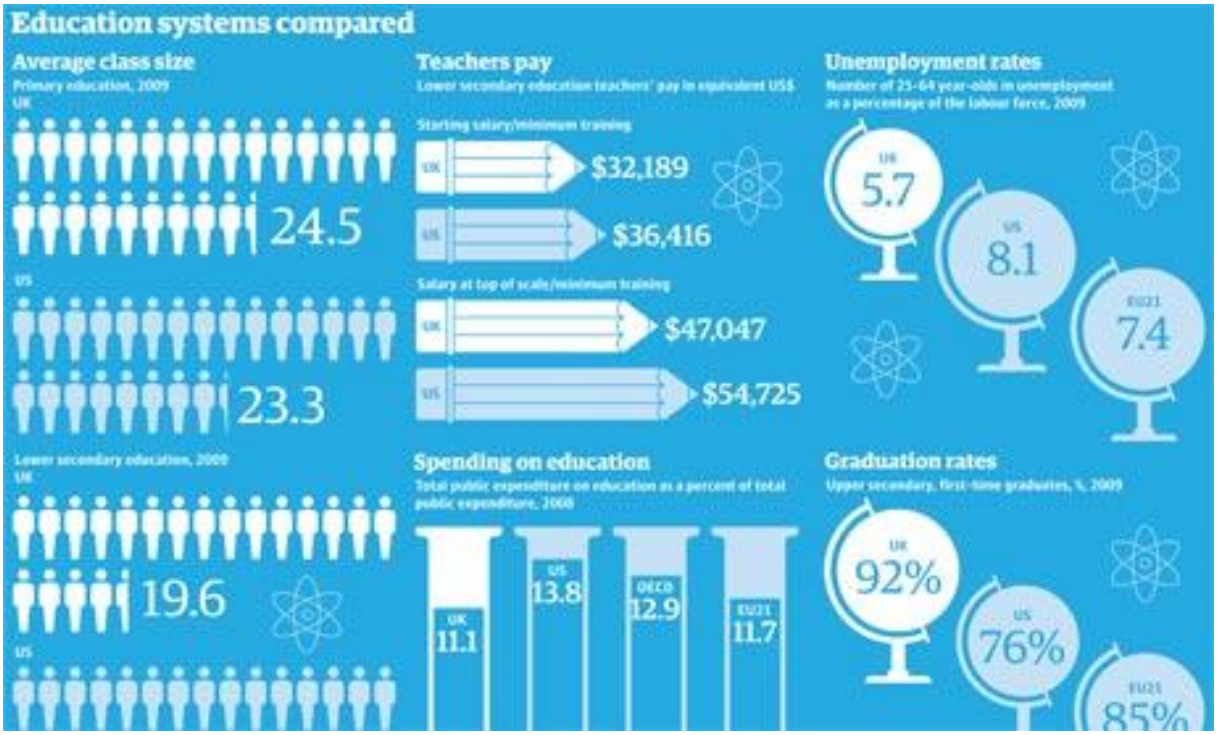
11 million | **17 million**

Approximately 17 million girls and 11 million boys may never gain access to schooling

- Finance gap for basic education increased by $10 billion over past three years due to aid reduction

(Source: Unesco Institute of Statistics database — GMR 2013), Graphic: Tuhin Chakraborty


2015 PISA AVERAGE SCORES
Math
Singapore 564
Hong Kong 548
Macao 544
Taiwan 542
Japan 532
China* 531
Korea 524
Switzerland 521
Estonia 520
Canada 516
Netherlands 512
Denmark 511
Finland 511
Slovenia 510
Belgium 507
Germany 506
Poland 504
Ireland 504
Norway 502
Austria 497
New Zealand 495
Viet Nam 495
Russia 494
Sweden 494
Australia 494
France 493
United Kingdom 492
Czech Republic 492
Portugal 492
OECD Average 490
Italy 490
Iceland 488
Spain 486
Reading
Singapore 535
Hong Kong 527
Canada 527
Finland 526
Ireland 521
Estonia 519
Korea 517
Japan 516
Norway 513
New Zealand 509
Germany 509
Macao 509
Poland 506
Slovenia 505
Netherlands 503
Australia 503
Sweden 500
Denmark 500
France 499
Belgium 499
Portugal 498
United Kingdom 498
Taiwan 497
United States 497
Spain 496
Russia 495
China* 494
OECD Average 493
Switzerland 492
Latvia 488
Czech Republic 487
Croatia 487
Viet Nam 487
Science
Singapore 556
Japan 538
Estonia 534
Chinese Taipei 532
Finland 531
Macao 529
Canada 528
Viet Nam 525
Hong Kong 523
China* 518
Korea 516
New Zealand 513
Slovenia 513
Australia 510
United Kingdom 509
Germany 509
Netherlands 509
Switzerland 506
Ireland 503
Belgium 502
Denmark 502
Poland 501
Portugal 501
Norway 498
United States 496
Austria 495
France 495
Sweden 493
OECD Average 493
Czech Republic 493
Spain 493
Latvia 490
Russia 487


Education systems compared
Average class size
Primary education, 2009
UK
24.5
US
23.3
Lower secondary education, 2009
UK
19.6
US
Teachers pay
Lower secondary education teachers' pay in equivalent US$
Starting salary/minimum training
UK $32,189
US $36,416
Salary at top of scale/minimum training
UK $47,047
US $54,725
Spending on education
Total public expenditure on education as a percent of total public expenditure, 2008
UK 11.1
US 13.8
OECD 12.9
EU21 11.7
Unemployment rates
Number of 25-64 year-olds in unemployment as a percentage of the labour force, 2009
UK 5.7
US 8.1
EU21 7.4
Graduation rates
Upper secondary, first-time graduates, %, 2009
UK 92%
US 76%
EU21 85%

EDUCATION AROUND THE WORLD

There are **1.4 Billion** students on Earth.

Only 65.2 Million educators Globally.

THE CHALLENGE:

Too many children remain out of school, and those who are in school aren't learning the skills they need for life and work.

Children leaving school before completing their Primary Education

In the Sub-Saharan, 11.07 million children leave school before completing their primary education. **In South and West Asia, that number reaches 13.54 million.**

Children out of primary school

61 Million children are still out of primary school.

32 Million of these children are Girls.

1 in 5

15 to 24 years old has not completed primary school and lacks skills for work.

An estimated **250** million children are not able to read or write.

The poorest and most marginalized are the most affected.

In some emerging economies, **3 in 10** youths cannot do basic arithmetic.

Fragile and conflict-affected countries account for more than **30%** of all children not completing primary school

In some developing countries, one quarter to one-half of youth who have graduated from primary school cannot read a single sentence.

OF THE 775 MILLION ILLITERATE ADULTS

TWO-THIRDS ARE WOMEN

Connect. Inspire. Empower.

SDG Index and Dashboard

World's Progress on the Sustainable Development Goals

Index Rank	Country	Overall Index Score (0-100)
1	Sweden	84.5
2	Denmark	83.9
3	Norway	82.3
4	Finland	81.0
5	Switzerland	80.9
6	Germany	80.5
7	Austria	79.1
8	Netherlands	78.9
9	Iceland	78.4
10	United Kingdom	78.1
11	France	77.9
12	Belgium	77.4
13	Canada	76.8
14	Ireland	76.7
15	Czech Republic	76.7
16	Luxembourg	76.7
17	Slovenia	76.6
18	Japan	75.0
19	Singapore	74.6
20	Australia	74.5

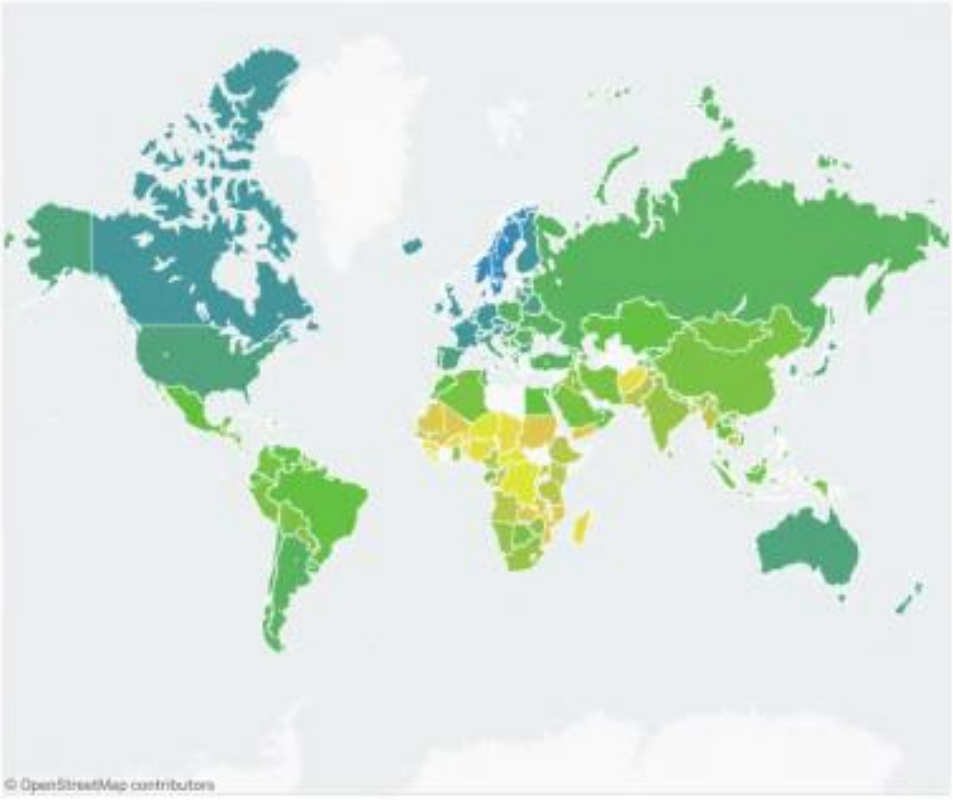
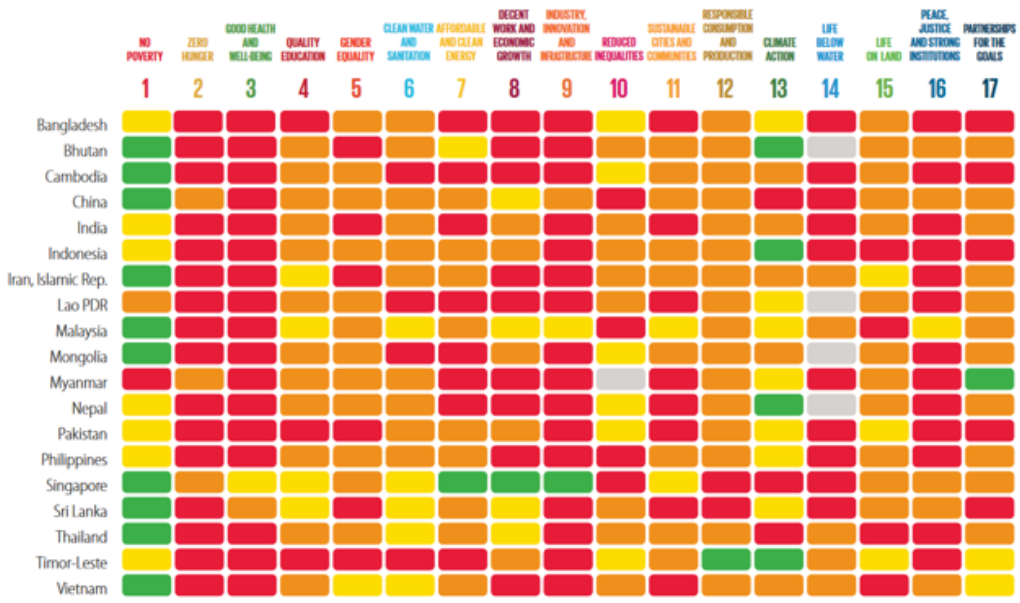


Figure 4 | SDG Dashboard for East and South Asia



Possible Solutions

1. Raising awareness by using mass media (for example governments can make public service announcements)
2. Raising funds in order to use it for ESD
3. Making new regulations in the curriculum

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