

FORUM: The UNESCO Committee

TOPIC: Questioning the widespread gender bias in textbooks across different education systems

MAIN SUBMITTER: Syria

Signatories: Uruguay, DR Congo, Namibia, Myanmar, Panama, Portugal, South Africa, South Korea, Equatorial Guinea, Australia, Palau, Lebanon, Sierra Leone, Columbia, Switzerland, Chile, Sri Lanka, Vietnam, Greece, Indonesia, Netherlands, Senegal, Canada, HRW, Norway, UNICEF, Peru, Croatia
Topic:

The UNESCO Committee,

Bearing in mind existing UN and other efforts seeking to stop gender bias in education systems, such as the 2000 “Education for All” Dakar Framework (EFA),

Observing the efforts of the “Education for All” Dakar Framework (EFA) and the failure by some signatories to adhere to the obligations imposed by the guidelines in the EFA,

Affirming its Resolution of 16 April 2014 under the School-Related Gender-Based Violence (SRGBV) “Learning without fear” program, which encourages member states to condemn gender-based violence in all its forms and manifestations; to design and implement national policies and action plans, and to promote the creation of safe, non-violent, inclusive and effective learning environments for all boys and girls,

Reaffirming the importance of the United Nations Sustainable Development Goal number 4 “Quality Education”,

Noting with satisfaction the past efforts of various relevant UN bodies and non-governmental organizations that have contributed to the improvement of fair education for all,

Stressing the fact that the United Nations faces significant obstacles in reducing gender bias in developing countries and in countries that are facing crises,

- 1) Calls for the creation of a new department called “Fair Gender Representation in Education” (FGRE) that will be part of the UNESCO International Institute for Educational Planning Department with the aim of improving equality in the education sector by:
 - a) Setting an international standard for the criteria that all UN member states need to fulfil in order to promote gender equality,
 - b) Having a conference every sixth month to discuss:
 - i) The success of the FGRE,
 - ii) Ways to further improve fair equality among men and women in the educational sector,
 - iii) The necessary means that needs to be put in action to further improve the continuing investments in education;
- 2) Draws attention to the importance of promoting gender equality by reducing the impact of misrepresentation of women in the form of stereotypical portrayal and the underrepresentation of women in textbooks;
- 3) Encourages all member states to ensure inclusive gender-sensitive quality public education, with a focus on the education of girls and women from early childhood to higher and further education by:
 - a) Removing the restrictions that prevent their development and participation in building society,
 - b) Base the educational sector on the basis of solidarity, symbiosis and respect for the principles of equality, freedom and maintenance of human dignity of every individual;
- 4) Further encourages all relevant agencies of the United Nations to collaborate more closely with countries and non-governmental organizations to secure gender equality in the education sector as well as reducing the impact of misrepresentation and underrepresentation;
- 5) Reminds all nations of their obligations to the 1948 Universal Declaration of Human Rights Article 26, which states the right to education as a human right.