



## INEQUALITY AND EDUCATION: THE KEY FOR TRUE DEVELOPMENT

### **Discover our conference:**

The Universal Declaration of Human Rights states that education is one of the fundamental rights of the person. The relationship between this inalienable right and the socio-economic sphere is very close, as the world statistics show, with a very strong correlation between equal access to a higher level of education and a general tendency to long-term economic and welfare growth. If we think of the elements that still preclude the possibility of taking part in educational activities in many areas of the world, such as widespread poverty, gender gap and early marriages, we immediately see a vicious circle: the causes that are at the origin of this limit are the same ones that with good probability would record an improvement in front of a greater level of schooling. It is not just a matter of embarking on a path that improves the conditions of individuals, but of the society they live in as a whole. There are cases such as that of Afghanistan that demonstrate the ease with which it can be found to live a regression of the educational system, even in an age in which we are accustomed to think that its evolution is tendentially positive. What will be the prospects, including economic ones, for a society that is denying education to its female component?

### **Why is it important talking about ...?**

From this perspective, it becomes essential to reflect on the importance of social policies and their effectiveness, on the responsibility of governments and on what should be their priorities, with a particular look at the global role that the most wealthy societies could play. As a generation directly touched by educational issues and privileged in its access to school, it is essential to take on greater awareness. The conference offers a great opportunity for growth from the confrontation with professors and professionals, in order to better understand the complexity of the topic and the different interests involved. Michael Fisher and Giuseppe Pignataro will be our expert guides.

### **Key Words:**

- **Universal Declaration of Human Rights:** Article 26 of the Declaration states that everyone has the right to education, and it shall be directed towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. The declaration also highlights that education should be free, compulsory, and accessible to all, without discrimination based on race, gender, or any other status. The provisions in the Universal Declaration of Human Rights reflect the fundamental importance of education as a means to promote and protect human rights and achieve social and economic development.
- **SDG:** Sustainable Development Goals, 17 areas in which the United Nations has set specific targets to be achieved by 2030, with the aim of improving the living conditions of the world's population, from health to gender equality. In the field of education (SDG 4) the goal is to Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- **Stakeholder:** a person, group or organization involved and/or directly affected by an activity, which has an interest in its performance and results. Stakeholders play a key role in public policy making.
- **Educational equity:** equal opportunities for children for access to tools that allow full educational development.



# HIKMA SUMMIT 2023 OF INTERNATIONAL RELATIONS

## Statistics:

- In 2021 in the European Union general government expenditure for education amounted to €701 billion (4.8 % of GDP), with Sweden, Belgium and Denmark having the highest levels. [\[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Government\\_expenditure\\_on\\_education#Expenditure\\_on\\_.27education.27\]](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Government_expenditure_on_education#Expenditure_on_.27education.27)
- UN report (2020): "Around the world, 258 million, or 17% of the world's children, adolescents and youth, are out of school. The proportion is much larger in developing countries: 31% in sub-Saharan Africa and 21% in Central Asia, vs. 3% in Europe and North America" [\[https://www.un.org/en/un-chronicle/recognizing-and-overcoming-inequity-education#:~:text=The%20dimension%20of%20educational%20inequity,in%20Europe%20and%20North%20America\]](https://www.un.org/en/un-chronicle/recognizing-and-overcoming-inequity-education#:~:text=The%20dimension%20of%20educational%20inequity,in%20Europe%20and%20North%20America)
- 53% of 10-year-olds in low- and middle-income countries are unable to read and understand a short age-appropriate text. [\[https://www.worldbank.org/en/topic](https://www.worldbank.org/en/topic) [https://www.globalpartnership.org/results/education-data-highlights\]](https://www.globalpartnership.org/results/education-data-highlights)
- One additional school year can increase a woman's earnings by 10% to 20%. [ [World Bank, Returns to Investment in Education \(2002\)](#). [https://www.globalpartnership.org/results/education-data-highlights\]](https://www.globalpartnership.org/results/education-data-highlights)

## Latest news (or Find out more)

- The condition of education in Afghanistan after the return of the Taliban is concerning. There are reports of schools being shut down, female teachers being forced to stay at home, and restrictions on certain subjects and curriculums that promote strict religious values. Afghanistan girls' education: 'When I see the boys going to school, it hurts' - <https://www.bbc.com/news/world-asia-6505809>