



Diversity & Inclusion Youth Conference

RESEARCH REPORT

DIYC Education Council

“Importance of The Rights for Education to Everyone in Promoting Peaceful Co-Existence”

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“Young Moderates for Global Peaceful Co-existence”

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DIYC 2018 THEME : “Young Moderates for Global Peaceful Coexistence”

Peaceful Co-Existence - The aim of peaceful co-existence is to establish a foundation where all sides, having found the creed to respect each other, can enhance and enrich their respective philosophical and religious traditions. This is achieved by adopting moderation as a way of life steeped in the search for justice, equilibrium and equity.

ABSTRACT

The Diversity and Inclusion Youth Conference (DIYC) seeks to gather the youth together to understand how the values and practice of moderation, among themselves, can have a significant contribution towards peaceful co-existence in a multi-ethnic and multi-religious environment. By bringing together youth from various countries, this conference seeks to dissect and analyze the varied, multifaceted and evolving meanings of what it takes to create and maintain the peaceful co-existence between communities in their respective countries and regions.

The collective voices of the moderates needs to be heard to quell the extremist rhetoric that completely contradicts with the culture of peace. The rising threat of terrorism and violent extremism across the globe was a grim reminder of the need for sustained efforts to combat this phenomenon. The seeds of intolerance, hatred and extremism must not be allowed to take root and eradicating terrorism requires a collective global effort through moderation as an age-old principle embodied in all the great world religions and personified by many leaders, including Martin Luther King, Jr., Nelson Mandela and Malala Yousafzai.

Promoting a culture of peace was one of the ASEAN's intrinsic values, as affirmed by its “Community Vision 2025” plan and other policies that are firmly committed to do its part to inculcate and uphold the values and norms of peace, harmony, intercultural understanding, and the rule of law, good governance, tolerance, inclusiveness and moderation. ASEAN's endorsement of moderation via the Langkawi Declaration on the Global Movement of Moderates attests that it is very much an ASEAN value, deeply entrenched within the *ASEAN Way*.

What can the world learn from Malaysia and ASEAN that is otherwise lacking in other regions where conflict is rife? Moderation is the pillar of Malaysia's success in dealing with ethnic and religious diversity. The UNGA Resolution on Moderation tabled by Malaysia during the 72nd UNGA is a testament to the country's well-known track record of being a society which practices moderation, tolerance and mutual respect as this initiative was well-received by UN member states. Malaysia believes that moderation could complement the mission and work of the United Nations to proclaim 2019 as the International Year of Moderation, and DIYC aims to emphasize the promotion of dialogue and education in fostering inter-religious, inter-ethnic and intercultural understanding and dialogue, with broad participation amongst youths from around the world.

During the conference, participants will acquire the knowledge and tools to strengthen their ability to communicate across differences, interact with one another and look at diversity as an asset for cross-fertilization and intercultural exchange from which mutual trust; better understanding and a global mindset can emerge and proliferate.

CONCLUSION

The Diversity and Inclusion Youth Conference seeks to highlight the pertinent issues at play. Indeed, the above is by no means easy to answer. But taking the first step, in the right direction, can add to the clarity. The Conference seeks to gather youths to understand the lessons of Malaysia with the attendant aim to understand how the voices of the youth from other regions can jointly enrich this debate too.

The outcome of the deliberations from the conference can also be shared and disseminated to various regional and international agencies, especially if the discourse is rendered into a form of memorandum



DIYC Education Council

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“Importance of The Rights for Education to Everyone in Promoting Peaceful Co-Existence”

Education - Education has a tremendous impact on human perception, beliefs and values, as it is through education that human misperception and prejudice are deconstructed and where diversity is accepted and embraced. Thus equitable access to quality basic education is critical for international peace and security.

A. INTRODUCTION

Education plays an important key to the development of the nations. It has a huge influence in creating people's ideas, perception, and even prejudice which have impact to their future. The primary aim of education is to sustain individual and societal improvement (Türkkahraman, 2012). In the five decade, education systems and institution around the globe have undergone numerous transformations due to the socio-political reforms prompted by demographic changes, social upheavals, and demands for equal rights (Gallagher, 2010). These transformations create demand from the society to get free access to education and fostering their rights for education.

The transformations of education and institution in each state bring many challenges that should be faced by all the nation states. The various challenges come as respond to the transformation of socio-political reforms, social upheavals, and also equal rights including rights for education. The rights for education become the main and critical problem over the years that should be faced by all states in the world. The problem arose because of incapability of the states to fulfil the need and demand of the society. The lack of economic, instability of politics, and also security problem of the state often became the source of conflict and affected to the peaceful coexistence. Other hand, racial and gender discrimination are highlighted as a part of the demand of the rights for education, and need the role of states as well as other stakeholders to take part and contribute to give a proper access to the society to get a proper education.

Other hand, the role of states to ensure the rights of people to get an access to education also become one of the points of 17 global goals which should be achieved by all member states that ratified this conventions. The United Nations through the Universal Declaration of Human Rights also stated the importance of education as tool to promote the peaceful

coexistence and it is reflected in international law in article 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (wikipedia, 2017). Although, the UN framework has been created as an international legal basis to ensure all people to get their rights, but there are More than 100 million children are out of school worldwide. Discrimination of marginalized groups by teachers and other students, long distances to school, formal and informal school fees, and the absence of inclusive education are among the main causes. Millions stop going to school to work long hours, often under hazardous conditions. Others experience violence or abuse from teachers or fellow students, or find their schools targets of armed attack. Families do not send girls to school, force them out of school to marry or girls are denied an education when they become pregnant. Many are kept from getting a secondary education because they cannot afford school fees. Even when in school, millions of children receive a poor quality education that leaves them lacking essential skills and knowledge (Purefoy, 2013).

B. INTERNATIONAL LEGAL BASIS OF RIGHTS FOR EDUCATION

The right for education is also reflected in several international legal bases that aim to protect and ensure the rights of people to get the access to education. Here are several international legal bases that can be used as the guidance to understand the rights for education framework as follows:

1. Universal Declaration of Human Rights article 26, and International Covenant on Economic, Social, and Cultural Rights on article 13 and 14 states that:
“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children”
2. UNESCO Convention against Discrimination in Education in 1960
3. The 1981 Convention on the Elimination of All Forms of Discrimination against Women.
4. The 2006 Convention on the Rights of Persons with Disabilities.
5. The African Charter on Human and Peoples' Rights.

6. Protocol of 20 March 1952 to the European Convention on Human Rights.

C. URGENCY OF THE PROBLEM

The right of education in promoting peaceful coexistence becomes an urgent problem in many places. Attacks on education occur around the world, both inside and outside of situations of armed conflict. In many regions, armed groups intentionally target schools, teachers, and students. Attacks on schools, teachers, and students can cause children to drop out or go to school less often, force schools to cut their hours, and destroy school buildings and materials (Sheppard, 2009). In the other hand, children in poor countries also faced the problem of accessing education. Some of them cannot attend school because there is no school that can be used as a place to study. This condition gives the bad impact to the human resources development of a country.

In fact, the development education cannot be separated by the financial assistance that can help the developing countries to get access to education and ensuring that they get their own rights for education. The Global Partnership for Education has helped many developing countries to increase their own domestic financing for education. But, between 2009 and 2012 the total of aid delivered for basic education dropped for three years in a row, which is 16 % reduction (Global Citizen, 2014). This is creating a global funding crisis that is having serious consequences on countries' ability to get children into school and learning. The 59 developing countries that are GPE partners face a funding shortage of \$34 billion over the next four years for primary and secondary education (Global Citizen, 2014).

Other fact shows that Children in many countries in Sub-Saharan Africa are often squeezed into overcrowded classrooms, classrooms that are falling apart, or are learning outside. In Malawi, for example, there are 130 children per classroom in grade 1 on average. In Chad, only one in seven schools have potable water, and just one in four has a toilet; moreover, only one-third of the toilets that do exist are for girls only a real disincentive and barrier for girls to come to school. In the United Republic of Tanzania, for example, only 3.5% of all grade 6 pupils had sole use of a reading textbook. In Cameroon, there are 11 primary school students for every reading textbook and 13 for every mathematic textbook in grade 2. Workbooks, exercise sheets, readers and other core materials to help students learn their lessons are in short supply.

Despite the fact that education is a universal human right, being denied access to school is common for the world's 93 million children with disabilities. In some of the world's poorest countries, up to 95% of children with disabilities are out of school (Global Citizen, 2014). A combination of

discrimination, lack of training in inclusive teaching methods among teachers, and a straightforward lack of disabled accessible schools leave this group uniquely vulnerable to being denied their right to education. In other hand, gender also becomes the main reason of discrimination in education. This fact always happened in the developing countries where women always face the discrimination in pursuing their education. In addition, the poverty becomes the main factors to the families to choose which of their children to send to school. This condition always made the girl miss out due to belief that there is less value in educating a girl than a boy. Instead, girls only stayed at home or even work on household chores.

Furthermore, living in a conflicted country, distance of home from the school, hunger and poor nutrition, and the expense of education (formal or informal) become barriers for people to get an access in education as well as get their rights for education. These barriers are directly impacted to the development of the nations in terms of economic, social, politics, and even security.

D. CURRENT SITUATION IN EACH REGION

a. Africa Region

Rights for education in Africa become the biggest challenge for all the countries in this region. Many countries continue to experience shortages of basic facilities, infrastructure, equipment and teaching and learning materials. For example, children continue to learn under trees, exposed to harsh weather conditions and to struggle to learn without sufficient textbooks and reading materials. The unavailability of electricity, clean water and sanitation facilities, including toilets for both girls and boys remains a challenge, particularly in rural schools (Hopgood, 2012). In addition, UIS Report shows that at least 60 % of schools have no toilets in Chad, Côte d'Ivoire, Equatorial Guinea, Madagascar, and Niger. Meanwhile, the crisis of rights for education in Africa and its relations to the peaceful coexistence is also influenced by some factors as follows:

1. Most of African Countries have a problem to the current economic growth,
2. African industrial development has been stalled since 1970.
3. The lives of most Africans are marred by poverty, hunger, poor education, ill health, and violence,
4. Corruption and political instability,
5. Imminent changes to the architecture of global trade will disadvantage African countries.
6. Inadequate budgetary resources

Those factors are currently become the most problematic challenges that should be faced by most of African Region. Thus, it also impact to the implementation of peaceful coexistence.

b. Asia Region

Asia region faces the problem of rights for the education too. There are estimated to be 625 million illiterates in Asia: 71% of the world's total, of whom 64% are women and girls. In south Asia the literacy rate is 42 % compared to 72 % in East and South-East Asia. In addition, 56% of the school age population (around 6-11 years old) are not enrolled in primary education. Gender disparities have become the major factors that make anyone could not get their access to school, some 46 million (62%) are girls, concentrated especially in South Asia (Maclean, 2000).

c. America and Latin America, and Europe

In Latin America, there are 23 million of children and youths outside of the formal education system. The data indicates that 30% of preschool age children do not attend school. Other hand, vulnerable populations that lives in the poor condition including indigenous and afro-descendants are almost 40 %. On the other side, Europe shows the most significant development in ensuring the right for education to all people in the region. It is proven by the massive development of technologies, strong political institutions, the stability of democracy, and also strong constitution in terms of human rights policies, education, and efforts in maintaining peaceful coexistence.

E. QARMAS

1. What are the most effective method that can be approved by all member states as a solution to promote the rights for education and peaceful co-existence?
2. What are the actions that can be taken by all member states to decline gender disparities and education inequality?
3. Should the international community coordinate efforts directed at rights for education and peaceful coexistence?
4. How does the rights for education work effectively in promoting peaceful coexistence?
5. How does the mechanism that can be approved by all member states to protect the rights of education of Children in the conflicted area?
6. What are the solutions that can be taken by all member states to solve the problem of rights for education as well as maintaining peaceful coexistence?

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