



PARLIAMENTARY ASSEMBLY OF THE MEDITERRANEAN
Assemblée parlementaire de la Méditerranée
الجمعية البرلمانية للبحر الأبيض المتوسط

3rd Standing Committee on Dialogue between Civilizations and Human Rights

Special Task Force on Gender Issues and Equality

“Education”

Rapporteur: Hon. Maria da Conceição Pereira (Portugal)

Resolution unanimously adopted on 13 October 2012, during the 7th Plenary Session, Malta

The Parliamentary Assembly of the Mediterranean,

- a) *Bearing* in mind that the Universal Declaration of Human Rights (UDHR) considers that everyone has the right to education;
- b) *Whereas* the Declaration emphasises the importance of free, compulsory, universal primary education and underscores the relevance of technical/vocational education and university education open to everyone, in full equality;
- c) *Noting* that the Declaration of Children's Rights upholds the right to free, compulsory education for at least the earliest years of schooling;
- d) *Stressing* that one of the Millennium Development Goals (MDGs) concerns the attainment of universal primary education for all children by 2015;
- e) *Whereas* the success of the MDGs in the area of education has a direct impact on the eradication of poverty, gender equality and mother and child health;
- f) *Acknowledging* that good quality universal education is crucial to the development of human beings and society in general and reduces inequality between people;
- g) *Welcoming* the creation by the United Nations, in collaboration with UNESCO, of the Literacy Decade, the Decade for Sustainable Development and the Global Initiative on Education and HIV/AIDS;
- h) *Encouraging* the implementation of anti-discrimination policies that stimulate various minorities' access to education;

- i) *Recalling* the need for implementing inclusive education systems for disabled women and girls, as well as children from migrant and minority communities;
- j) *Recalling* the PAM Fez Programme of 2008 and the need to revise and consolidate it;
- k) *Emphasising* that the state must still play a key role in the education system, investing in human, financial and material resources;
- l) *Whereas* investment in education has a multiple beneficial effect on society as a whole;
- m) *Highlighting* that, in addition to basic education, states must combat dropout rates in secondary education and boost university education;
- n) *Stressing* that teachers continue to be vitally important and that they must have good working conditions;
- o) *Recalling* that there are still 67 million children not in basic education, and that 53% of these are female;
 - i. **Calls** for the full compliance, in the spirit and in the letter, of the UDHR and the Declaration of Children's Rights, with particular emphasis on the pledge of free, universal basic education;
 - ii. **Further calls** for the swift adoption of measures leading to the short-term compliance of the MDGs in the area of education, gender, sustainable development and eradication of poverty;
 - iii. **Calls** on civil society and the international community to take an active part in aid programmes for the most needy, whether on its own initiative or through programmes implemented by international organisations;
 - iv. **Calls** on governments not to give up their efforts in education, despite the current financial crisis;
 - v. **Condemns** the use of children and adolescents in armed conflicts;
 - vi. **Recalls** that women are still discriminated against, in terms of both access to primary education and entry to higher levels of schooling;
 - vii. **Reaffirms** that equality of opportunity in access to education is a fundamental and inalienable right;
 - viii. **Acknowledges** the effort of UNESCO in the area of education, particularly in the realms of literacy, gender equality and teacher training;

- ix. **Considers** the consolidation of the existing levels of schooling in the Mediterranean basin to be essential, not forgetting the combating of early school leaving;
- x. **Calls** on governments to increase investment in vocational and technological education, university education and in research and development;
- xi. **Welcomes** the establishment of a Task Force between PAM and UNESCO, urging more initiatives in the area of education;
- xii. **Highlights** the World Bank's creation in 2011 of the Education Strategy 2020 "Learning for All: Investing in People's Knowledge and Skills to Promote Development";
- xiii. **Calls** on member states to consider the creation of an exchange programme for university students in the Mediterranean area;
- xiv. **Urges** member states to adopt the six UNESCO principles in the "Education for All" programme.