**Country: Turkey**

**Committee: UNESCO**

**Agenda Item: Barriers to education in conflict-affected countries**

Turkey is situated at the crossroads of the Balkans, Caucasus, Middle East, and eastern Mediterranean. It is among the larger countries of the region in terms of territory and population, and its land area is greater than that of any European state. Nearly all of the country takes part in Asia. Turkey is bounded on the north by the Black Sea, on the northeast by Georgia and Armenia, on the east by Azerbaijan and Iran, on the southeast by Iraq and Syria, on the southwest and west by the Mediterranean Sea and the Aegean Sea, and on the northwest by Greece and Bulgaria. The capital is Ankara, and its largest city and seaport is Istanbul. According to the Turkish constitution, the word “Turk,” as a political term, includes all citizens of the Republic of Turkey, without distinction of or reference to race or religion; ethnic minorities have no official status. Linguistic data show that a majority of the population claim Turkish as their mother tongue; most of the remainder speak Kurdish and a small minority Arabic as their first language. More than nine-tenths of the population is Muslim. Since its inception in 1923, Turkey has operated a mixed economy, in which both state and private enterprise contribute to economic development. The economy has been transformed from predominantly agricultural to one in which industry and services are the most productive and rapidly expanding sectors. A decade into the 21st century, the services sector engaged about one-half of the workforce, while agriculture and industry each occupied about one-fourth.

The importance of education to human development is emphasised by its central place in achieving the Millennium Development Goals (MDGs) and reflected in the global initiative Education for All (EFA) aimed at securing primary education for all children by the year 2015. There are many impediments to the achievement of universal primary education. These include lack of priority to education on the part of national governments such as, insufficient spending as a percentage of GNP or inequitable distribution of funding and resources. Significant barriers to education, particularly within low income countries, include poverty, child labour, distance from school, unequal access due to gender or cultural factors and the existence of conflict. Although the number of out-of-school primary-age children in the world has fallen in recent years, there has been little improvement in conflict affected countries. These countries are home to half of all children out of school (currently 28.5 million out of 57 million children), yet they receive less than one-fifth of education aid. We haven't had a problem with this topic for a long time, however, in history, we have: in 1921, Mustafa Kemal Ataturk gathered a group of teachers and studied to improve education regardless of the fact that the war. And we are trying to help other countries as much as possible as for example the first batch of humanitarian supplies has arrived in Ukraine on the 5th of 2022. It is part of a six-truck convoy containing an estimated 62 tonnes of supplies on its way to the war-ravaged country. Also, An additional batch of supplies including 17,000 blankets and warm winter clothing for children are also en route via Poland from UNICEF's Turkey Country Office.

UNHRC, UNICEF, and other non-governmental organizations are helping people in conflict-affected countries the whole way. As it will not be possible to teach the subjects taught in school in this situation giving lessons life-based and related to psychology would be beneficial. While doing this the situation of the place they will give education is important. Improving these areas will cost money. These expenses can be afforded by World Bank, voluntarily countries’ budgets, big companies.