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**Research Report**

**Topic 2: Ensuring the possibility of education to all children in LEDC’s.**



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# Introduction:

Goal 4 of the UN’s Sustainable Development aims at ensuring equal education for all. Sustainable development in LEDC’s relies on quality education to help a nation grow. It gives opportunities to children and helps in promoting a productive society. The amount of children attending school has increased in the last few years but a lot of challenges are still prevalent. Millions of kids still don’t attend school. Many education systems struggle with keeping up with population growth. Even though there are more students in school now than ever before, millions of children still do not pick up on basic skills. Quality education has taken a hit from inexperienced and unqualified teachers. Achieving the goal of ensuring education to children in all LEDC’s takes a massive amount of cooperation, particularly in sub-Saharan Africa and Southern Asia.

# Issues related to ensuring an education in LEDC’s:

## Primary and Secondary Education:

Only 40% of children participate in any form of education in some of the poorest world’s poorest regions, before they even begin attending primary school. The earliest times of one's childhood is essential for a child's cognitive development. It has been shown that primary school should increase one's intellectual, emotional and social development. Pre-primary school is a vital time in one's education. Those who are not attending pre-primary school, primarily those in LEDC’s, are missing out on an important time in their education and risk missing out on essential skills.

Despite improvement over recent years, rates of lower and upper secondary school aged students is still high. 202 million lower and upper secondary school aged adolescents were not attending school. This is mostly an issue in sub-Saharan Africa and South East Asia where educations systems especially struggle. The number of illiterate adults is over 700 million.

## Gender disparity:

There is an increasing rate of gender disparities affecting all children of both genders. Girls are less likely to receive an education. In many LEDC's, this is because they are required to do household work meaning they do not have time for school. Literacy rates for women aged 15 and over in sub-Saharan Africa were a quarter lower than men in the same group. With increased enforcement on marriage laws in sub-Saharan Africa, the average number of years women would stay in school would increase by 39%. In sub-Saharan Africa, 12 million girls are at risk of never receiving an education. In Yemen for example, 80% of the girls will never go to school.

## Most affected regions:

Sub-Saharan Africa and South East Asia are both areas suffering hugely from low education rates. India is a major country who is behind completely on gender disparity. It is also an issue in Arab states.

32 million children of primary age remain uneducated in sub-Saharan Africa. In Asia, of 30 million children don’t attend school either. In both regions children who still do attend school rarely attend for an extended period of time. In sub-Saharan Africa more than half children attend school for less than four years. Lack of schooling greatly affects these areas. Children leave school with acquiring basic skills and that greatly depletes the nation’s economic and social development.

# Difficulties related to ensuring education in LEDC’s

## Poverty:

Poverty is the main reason for the lack of education worldwide. Many simply do not have the money for it or live in such an impoverished area that has no access to an education. Considering that education is hard to get a hold of in some areas, and that it could be at such a low level, many would then leave their priorities otherwise. In such impoverished areas, instead of receiving an education it is more common to do household work. It is not uncommon that one would turn to a life of crime in such desperate scenarios.

## Lack of trained teachers:

In regions that already suffer from low education rates, poor conditions and lack of trained teachers are putting the goal of quality education for all at serious risk. School's in rural areas of LEDC's often lack access to electricity. Although 69% do have access to toilets, many still lack separate sanitization areas for boys and girls. In sub-Saharan Africa, less than 40% of schools have access to computers. Even more shocking, sub-Saharan Africans have the lowest level of trained teachers. 44 percent in pre-primary, 74 percent in primary and 55 percent in secondary education.

## Lack of funding

Lack of funding has been a major issue identified with education frailties worldwide. The amount of aid that is designated to education has gone down in every one of the previous six years, and aid for education help is 4% lower than it was in 2009. This is causing a worldwide global crisis that is having genuine consequences on nations' capacity to get kids into school and receiving a genuine education.

The Global Partnership of Education are an international organization that aims in getting all children into school. They are planning on bringing from donor nations into the GPE fund, and to increase aid towards education. The Global Partnership of Education also strongly urges LEDC's to put more focus into aiding education.

## Countries in conflict or at risk of conflict

There are always an intense number of casualties at any war, and schools are often destroyed. In 2017, around 50 million school attendees were living in nations influenced by war or conflict, with 27 million of them out of school.

Regular conflict can keep governments from working, teachers and student regularly escape their homes, and progression of learning is disrupted. All in all, 75 million school children have had their education disturbed by conflicts or emergency. That includes the event of a natural disaster that destroy schools. School has up to this point not been a priority to nations in conflict. In fact under 3% of humanitarian assistance was funded towards education in 2016.

## Cost of Education

In many third world nations, in the last few decades, governments have begun the removal of school fees and as a result, seen great improvements in the number of children attending school.

For a huge number of the poor families, school remains too costly and kids are not able to receive an education, children are the forced to remain at home. Families remain stuck in the cycle of poverty that continues for ages. For many of the countries in Africa, while education is in theory free. One still must pay other fees. These include books, pens, exam fees, uniforms or even fees related to supporting school buildings. It is near impossible for everyone to receive a completely free education.

## Disabilities

Today, 93 million of the people not attending school are disabled. This is especially an issue in LEDC’s. In some of the poorest areas in the world, 95% of disabled do not receive an education. Partly due to a lack of resources, teachers not having inclusive training abilities and possible discrimination.

## Distance from school

For many, the distance to school can be up to three hours. This is an extraordinary amount for anybody, particularly children with disabilities or suffering from malnutrition. The walk to school can also be extremely unsafe. That is especially the case for girls who can be victim of rape or any other forms of abuse.

# Possible solutions:

The UN's three means of implementation under Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Unfortunately it doesn’t address all issues related to education.

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| 4.a Effective learning environments Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all  |
| 4.b Scholarships By 2020, substantially expand globally the number of scholarships available to developing  countries, in particular  least developed countries, small island developing States and  African countries, for enrolment in higher education, including vocational training and  information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries  |
| 4.c Teachers and educatorsBy 2030, substantially increase the supply of qualified teachers, including through  international cooperation for teacher training in  developing countries, especially least  developed countries and small island developing States |

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