

Forum:	Youth Assembly (YA)
Issue:	Promoting primary education in Less Economically Developed countries (LEDCs)
Student Officer:	Natalia Dandoura
Position:	Co-Head

PERSONAL INTRODUCTION

Dear delegates of the Youth Assembly,

My name is Dandoura Natalia, I am an IB1 student at Pierce-The American College of Greece and it's my utmost honor to serve as a co-chair of the Youth Assembly in this year's Platon School Model United Nations. Over the past three years, I have participated in 7 MUN conferences overall and this will be my second time chairing. I can assure you that MUN is a world anyone would want to dive into. It has given me the chance to delve into current affairs, develop my debate skills, and understand the impact international collaboration has on overcoming serious issues of our century. I hope you will all get to experience that as well!

This year's agenda for the Youth Assembly touches upon topics of great significance, especially in our day. This study guide discusses the topic of promoting primary education in Less Economically Developed Countries (LEDCs), a critical endeavour with profound implications for individual empowerment and societal progress. The lack of primary education in these countries perpetuates poverty cycles and stifles societal progress while limiting access to individual empowerment and economic and social growth. Addressing the issue necessitates a comprehensive understanding of the systemic challenges at play and requires a focused effort to break barriers hindering educational access in LEDCs, matters that will be further addressed in the study guide.

While I strongly advise you all to read through the guide carefully, you ought to further research the topic in general. Should any questions arise while studying, I am more than happy to answer them, so please feel free to email me at N.Dandoura@acg.edu. I wish you all the best of luck with your preparation and I am overly excited to meet you in March!

Sincerely,

Natalia Dandoura

INTRODUCTION

Currently, education in less economically developed countries faces challenges due to limited resources, infrastructure and economic disparities. Many children, from all over the world don't get a chance at education because of insufficiently trained teachers, lack of learning material and lack of supplies—factors that hinder their access to fundamental skills.

Primary education plays a crucial role in individual development, economic growth and societal progress. Basic, essential, everyday skills as well as important knowledge are acquired through primary education, thus, it is vital for one's development. Additionally, limited access to education contributes to the perpetuation of poverty cycles. It is essential for LEDCs to break these vicious cycles and, thus, address education disparities.

The barriers to education are pervasive challenges that hinder individuals from accessing quality learning opportunities. Some include tuition fees, insufficient infrastructure, lack of proper school facilities, lack of sufficiently trained personnel and others. Particularly, in rural and remote areas, socio-cultural factors such as gender norms and discrimination limit educational access for specific groups, usually girls. Additionally, political movements and conflict also contribute to the instability of educational systems, displacing students and impeding the establishment of stable learning environments. Lastly, the lack of education of previous generations contributes to the continuity of this cycle. Physical and learning disabilities are not addressed in LEDCs because people aren't educated sufficiently in order to understand how to handle them. To add, it is not uncommon for students with learning disabilities to be discriminated against and not diagnosed and treated properly. People of their environment do not have the sufficient knowledge on how to handle the situation or do not even know that there is a certain type of medical issue which results in their blaming the students' difficulties on laziness etc. Exclusion from mainstream education due to lack of accommodations and understanding is a result of the problem and, thus, a result of the general lack of primary education in LEDCs. Additionally, apart from the fact that many children do not attend school at all, dropout rates are extremely high due to a variety of factors including marriage, pregnancy, the need to work to provide for their family etc.

The promotion of primary education in less economically developed countries is an issue of global significance and not only of local concern. It is a crucial element in fostering international development and stability. The lack of education in LEDCs leads educated populations to be better equipped to engage in constructive dialogue and conflict resolution. Additionally, educational disparities also influence migration

patterns and lead to individuals seeking better opportunities in more developed regions, which has a destructive impact on their home countries.

The importance of addressing these issues collectively cannot be emphasized enough. Increased efforts and resources to promote primary education in LEDCs are necessary in order for countries to start taking steps forward.

DEFINITION OF KEY TERMS

Primary education

Education is the deliberate process outside the family by which societies transmit knowledge, values and customs to prepare young people for adulthood. Primary education refers to the first stages of formal education that children receive, usually between the ages of 5 and 12 but the exact age range may vary from one country to another. Primary education is a crucial phase in a child's development journey both educationally and socially as it lays the foundations for future learning and development.¹

Literacy

Literacy is defined as the ability to read or write, but may also refer to the broader concept of education or lack thereof.²

Educational system

An educational system is a structure of all institutions and the education provision within a country. It's an arrangement that consists of at least one educator and one student and must be adaptable, equitable and international. The teacher must actively attempt to guide student learning.³

Less Economically Developed Countries (LEDCs)

Three main factors characterize less economically developed countries. Firstly, the income per head of population is low, nutrition, health care and education are poor and finally, the economy is usually unstable. Most of the world's LEDCs are in Africa, Asia, Latin America, and the Pacific region.⁴

More Economically Developed Countries (MEDCs)

Countries that have economies that are more developed than other are often referred to as more economically developed countries (MEDCs). They often have a good

¹ "Primary Education." *UNICEF*, www.unicef.org/education/primary-education.

² "What Is Educational Equity, and Why Does It Matter?" *The Balance*, 8 May 2018, www.thebalancemoney.com/equity-in-education-4164737.

³ Sabbott. "Education System Definition." *The Glossary of Education Reform*, 29 Aug. 2013, www.edglossary.org/education-system/.

⁴ "Less Economically Developed Countries." *Britannica Kids*, www.kids.britannica.com/kids/article/less-economically-developed-countries/476290.

standard of living, good education, health care and employment opportunities. People living in MEDCs are also usually involved in secondary industries or service industries.⁵

Equity

The quality of being fair and impartial. Equity in education is when every student receives the resources needed to acquire the basic work skills of reading, writing, and simple arithmetic. It measures educational success in society by its outcome, not the resources poured into it.⁶

Infrastructure

The basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise. When it comes to education, basic infrastructure includes safe and accessible buildings and is a necessity to promote primary education on a global scale.⁷

Public - private partnerships (PPPs)

Public – private partnerships involve the collaboration between a government agency and a private-sector company that can be used to finance, build, and operate projects, such as public transportation networks, parks, and convention centers. In education, public sector entities such as governments and public education authorities cooperate with private sector organizations including businesses and nonprofits to address educational challenges. In LEDCs, PPPs aim to leverage the strength of both sectors to overcome challenges such as resource constraints and lack of knowledge.⁸

BACKGROUND INFORMATION

The Importance of Primary Education

Primary education holds a pivotal role in the survival and continuity of the community since it serves as a foundation for both individual as well as societal development. Especially in LEDCs, situations of economic disparities, underdevelopment, and limited resources are what make primary education even more important. Education does not only act as a gateway to knowledge but as a key instrument that is necessary in order to break poverty cycles, promote healthy living and excel. Its impact is multifaceted and societies can thrive through access to quality education.

⁵ "More Economically Developed Countries." *Britannica Kids*, .

⁶ "What Is Educational Equity, and Why Does It Matter?" *The Balance*, 8 May 2018, www.thebalancemoney.com/equity-in-education-4164737.

⁷ "Infrastructure." *Cambridge Dictionary | English Dictionary, Translations & Thesaurus*, www.dictionary.cambridge.org/dictionary/english/infrastructure.

⁸ "Public-Private Partnerships (PPPs): Definition, How They Work, and Examples." *Investopedia*, 20 June 2012, www.investopedia.com/terms/p/public-private-partnerships.asp

When it comes to basic literacy and numeracy skills, primary education plays a vital role. Through these first steps in education, children learn the basic skills required to survive in communities. Although essential literacy and numeracy skills lay the foundation for further and lifelong learning, they also are the core of basic everyday life tasks such as communication and personal finance. By teaching children to properly communicate, a better-equipped society will arise that will have the ability to better engage in various aspects of life such as political debates and informed discussions.

Additionally, an educated population can aid in the overall development of communities. Through primary education, children foster a sense of social cohesion and learn to socialize, an essential skill for survival in modern day communities. Educated children are also empowered individuals since they have a better sense of understanding, can make informed decisions, be challenged and deal with difficulties that might arise in a better way. This, also aids in the overall future development of communities since educated populations can make informed choices regarding health, employment and overall well-being.

Apart from personal and social development, primary education can also aid in the reduction and elimination of poverty cycles. Better education means more and better employment opportunities, higher incomes and improved standards of living, factors that will help escape poverty and start excelling societies. As the world becomes more interconnected, educated individuals are the ones needed for the acceleration of global economies and through primary education people will get the chance to compete on a global scale. Job opportunities will arise for educated people in LEDCs as well and will lead to further improvement of the economic situations in these countries. People that have acquired an education, are more likely to receive job offers, receive higher salaries and be better aware of their working environment and their practices. As a result of globalization, major international companies are looking for educated people from various nations, so consequently, if people from LEDCs wish to acquire such positions and excel, it is vital that they have completed at least basic education. This will not only benefit them but their countries as well. They will bring in foreign currency, thus, boosting the overall economy of their country.

Lastly, through better primary education, communities will be able to excel in the field of health and hygiene. Better informed individuals will arise, that have practiced hygiene in school and will be able to further contribute to the overall health in communities. Additionally, enrollment in schools can decrease the numbers of injuries and diseases related to malnutrition, child labor etc. since children will be in a safe environment, practising safe work and being treated properly. To add to that, educated individuals are also more likely to adopt preventative healthcare measures that they have been taught to help them survive while also making healthier life choices.

Current situation

The current situation of primary education in LEDCs can be described as somewhat lacking. There are multiple factors contributing to the overall situation and making it difficult for children to attend school. The aspirations of parents of children living in LEDCs are not usually related to school, thus, they don't encourage them, or even sometimes allow them to attend, since they do not find that it is of vast significance for their future. Additionally, because of the lack of educational facilities, lack of economic resources or just general misconceptions about primary education, it is certain that a significant number of children in LEDCs is not given a chance in primary education. Even in cases where education is provided, it is more than common that the quality of education is not sufficient. Lack of expertise, trained teachers, outdated curriculums and so on contribute to not providing children in LEDCs with the necessary education.

On a global scale, nearly 90% of children attend primary school, but in poor households, that drops to 74%. Location also plays a role when it comes to enrollment rates. In west and central Africa, there is a 58% gap in primary school completion rates between the wealthier and poorer quintiles. In contrast, other regions such as Latin America and the Caribbean have more similar rates with a gap of just 13%.⁹

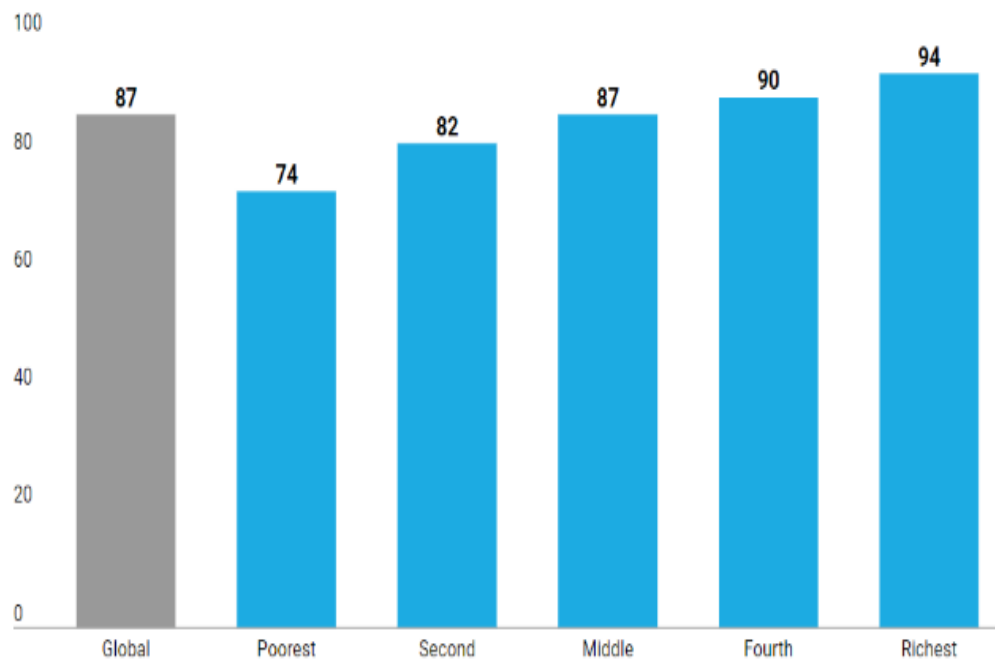


Figure 1: Primary education enrollment (wealth quantile)¹⁰

⁹ "Primary School Age Education." *UNICEF DATA*, 5 May 2023, www.data.unicef.org/topic/education/primary-education/.

¹⁰ "Ghana. Number of Teachers in Primary Education." *Statista*, 11 Dec. 2023, www.statista.com/statistics/1184279/number-of-teachers-in-primary-education-in-ghana/.

Despite the ongoing efforts, one in three children still does not complete primary school education in the region of Africa while enrollment rates have risen to 67%¹¹. This gives rise to the issue of children enrolling in primary school but never completing it, a major issue regarding the future of communities. In countries such as Ghana, efforts are being made in order to improve conditions, but the attempts are still not that effective.

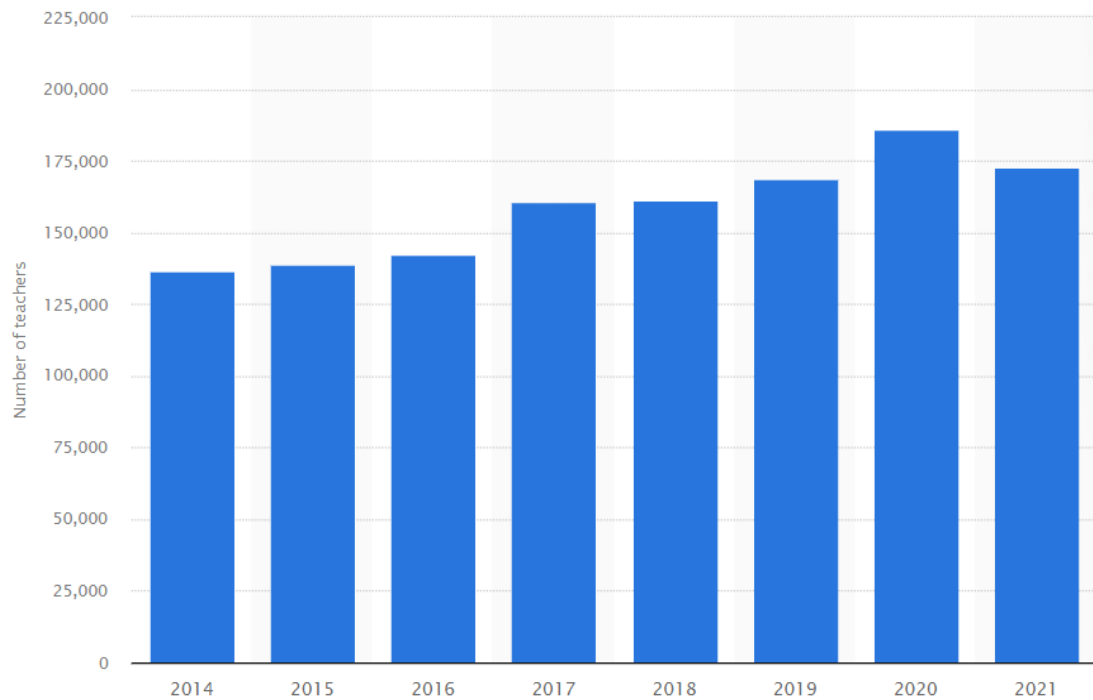


Figure 2: Number of teachers in primary education in Ghana 2014-2021¹²

Challenges to accessing primary education

Increasing access to education can overall improve societies, but there are numerous factors that limit children's access to education that are hard to overcome. Varying from cultural barriers such as language barriers and gender roles to child labor and inadequate training of teachers, the provision of quality education is stalled. Even though, especially in LEDCs, all children face challenges when it comes to education, the more vulnerable groups, including girls, children with disabilities etc., are those that are most likely to miss out on school.

Economic factors

Most LEDCs are not able to solely rely on their own funding for education, making it impossible to excel their learning systems and school facilities since foreign aid is not always provided. According to the Global Partnership for Education (GPE) which works to transform education systems so that every girl and boy can get 12 years of quality education plus one year of preschool, only

¹¹ "Education in Africa: What Are We Learning?" *OUP Academic*, 24 Nov. 2020, www.academic.oup.com/jae/article/30/1/13/5999001?

¹² "Ghana. Number of Teachers in Primary Education." *Statista*, 11 Dec. 2023, www.statista.com/statistics/1184279/number-of-teachers-in-primary-education-in-ghana/.

20% of aid for education goes to low – income countries¹³ proving that it is natural for them to not be able to provide children with the quality education they require. Currently, there is a \$39 billion gap to providing quality education to all children by 2030 which is equal to investing approximately 15 cents more per child than countries already do in order to cover the gap. This poses a challenge to LEDCs since they don't have the economic stability to do so, making it impossible to overcome this challenge without financial aid from outside groups and other countries.

LEDCs are advised by the Global Partnership for Education (GPE) to invest 20% of their national budget to education and 45% of that amount to primary education specifically.¹⁴ This highlights the importance of primary education as well as the fact that primary education cannot operate without funds. Interactive and inclusive learning is impossible to occur without the necessary resources which is why such a significant amount of funding should be allocated to primary education.

To add, many children are out of school because their families force them to so that they can work. It is very common for children in LEDCs to practice child labor so that they can provide for their family and in order to do so, they drop out of school. Sometimes, parents even find that it is more important for their children to work rather than receive education, so going to school is not even an option in the first place.

Distance from educational institutions

The distance from home to educational facilities is one of the factors that contributes to keeping a large number of children out of school. It is not uncommon for children to walk up to three hours daily to get to school from their house, and three hours after school in order to walk back home, and this is not realistic. Even for children without movement restrictions or disabilities, that are able to walk, spending so many hours walking to and from school is so exhausting and learning afterwards becomes a challenge, canceling out the point of going to school in the first place. Much more though for children with disabilities, children that are weaker because of malnutrition or those that are ill, it is rendered impossible to do so.

Apart from the physical ability to do so, walking for such an extended period of time poses multiple dangers. The heat and lack of access to water can harm children's health, causing them to faint or suffer from dehydration. Additionally, walking alone also makes children vulnerable to violence and

¹³ "10 Barriers to Education That Children Living in Poverty Face." *Global Citizen*, 13 Aug. 2019, www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world-2/.

¹⁴ "Results Report 2023." *Global Partnership for Education*, www.globalpartnership.org/content/results-report-2023.

harassment. No child should have to fear nor experience such situations just to get to school.

Allocation of resources, teacher and school capacity

Even if children do attend school, another challenge their education would face would be the lack of teachers, the insufficient training of teachers and the lack of resources available for teachers to use. According to the United Nations, it is estimated that approximately 25.8 million teachers are required in order to offer primary education to every child¹⁵, thus, proving that the lack of experts is significant. Apart from that, even if there are teachers in schools, in 1 out of 3 countries, less than three-quarters of teachers are trained to national standards which means that they cannot provide children with the quality education they are entitled to.

Additionally, it is not uncommon for students to have to share education materials such as textbooks, stationery and coursebooks. Such coursebooks are also worn out and completely out of date since governments do not have the essential funds to update them regularly. To add, since they have already been used by multiple other students, they do not provide children with the opportunity to write on them, solve exercises etc. For example, in Cameroon, there are 11 primary school students for every reading textbook and 13 for every mathematics textbook in second grade while in Tanzania only 3.5% of all sixth-grade pupils had sole use of a reading textbook¹⁶. To add to that, the number of pupils in classrooms is extremely high, and reaches up to 130 children per first grade class in Malawi for example, making it impossible, even for excellently trained teachers, to provide each student with the attention they require.

Cultural Considerations and gender norms

All factors aside, in reality, there are some cultural barriers that limit access to education to specific groups of children. Gender is one of the biggest reasons why children are denied an education. While recent efforts have been made to promote education amongst women, there have been generations of women left behind. Currently, over 130 million women are not enrolled in school and one in three girls in LEDCs drops out of school before the age of 18 in order to get married.¹⁷

¹⁵ "Primary School Age Education." *UNICEF DATA*, 5 May 2023, data.unicef.org/topic/education/primary-education/.

¹⁶ "10 Barriers to Education That Children Living in Poverty Face." *Global Citizen*, 13 Aug. 2019, www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world-2/.

¹⁷ "Girls' Education." *UNICEF*, www.unicef.org/education/girls-education.

When it comes to tradition, it is common for households in which the mother has not attended school not to worry about getting their daughters into education because it is what they are familiar with. The belief that there is less value in educating a girl than a boy is very common, and families often pick to make their daughters work, get married or stay home to look after their siblings rather than sending them to school. This comes as an answer to the social expectations of certain societies that require girls to get married at such a young age, care for their family and their husbands etc. so in order to get girls into education it is vital that such norms are overcome first.



Figure 3: A young girl solving a math equation on a blackboard at Umbatah Basic School for Girls in Kadugli, Sudan¹⁸

Effects of lack of primary education

Poor health

Since primary school is the place where children learn how to take care of their psychophysical health, poor hygiene and health are a direct consequence of the lack of primary education. Topics such as hand washing, oral hygiene, sexual health and the necessity of physical activity are all taught through various ways in school and are important for children for the whole of their lives. The limited exposure children get to information on diseases such as STDs, hygiene and diabetes results in uneducated populations being much more vulnerable when it comes to catching illnesses. According to the Borgen Project, a research project conducted in Uganda, educated people have 75% less chances to contract HIV/AIDS, while young people with good primary education have 50% less chance of contracting the same virus¹⁹.

¹⁸ "Girls' Education." *UNICEF*, www.unicef.org/education/girls-education.

¹⁹ "Waiting for the Redirectiron..." *Borgenproject.org* | 520: Web Server is Returning an Unknown Error, borgenproject.org/education-gap-in-uganda/.

Unemployment

People who lack education are more likely to get manipulated into working for unfair wages, in unhealthy conditions or struggle to find any job whatsoever. Well-paying and quality work is only offered to educated and qualified employees and the qualifications required in order to be able to work a basic job, such as knowledge of basic mathematics, communication skills and development of new ideas are primarily acquired through education. Traditional and outdated jobs are slowly disappearing, making education much more important since it is not as common for people nowadays to continue doing what their parents did. Nowadays, knowledge quickly becomes outdated and because of the rapid growth of technology and the digitalization of the work world, education is a factor that defines whether individuals will remain unemployed or will have the ability to work in order to provide for themselves.

Social isolation

It is common for poorly educated people to find it hard to fit in social situations and often remain marginalized. Through primary education specifically, children learn to interact and socialize with their peers, learn how to act in specific situations and what types of behavior are desirable, thus, uneducated people find it hard to participate in social activities comprehensively. On the other hand, educated people can engage in such activities with no difficulty at all, creating a big barrier between the social interactions of the two.

Slow economic growth

Countries with strong and continuously growing economies are those where the levels of educated people are high. This trend is thought to continue and become even stronger in the 21st century because, due to digitalization, the ability of a country to directly adapt to changed circumstances will directly depend on its educated population.

A poorer education means that there is lack of critical thinking and problem-solving skills as well as lack of innovation. The workforce of countries with low literacy rates lacks skills needed to effectively contribute to industries, resulting in low productivity levels and limited innovation. To add, without the necessary education, people of LEDCs are more likely to depend on the extraction of natural resources as a primary source of revenue which can lead to economic vulnerability. In the case of a natural disaster, for example, such countries will have no means to survive and, thus, their economy would fail.

Better qualified and productive workers will be able to come up with more innovative ideas than those of countries with uneducated populations and lead the country to producing better goods and services. Higher salaries will be given to better workers, these countries will become more desirable to live in and the overall economy of them will thrive.

Long-term benefits of primary education

Primary education has multiple, multifaced, enduring advantages in both MEDCs and LEDCs. The improvement of literacy rates serves as cornerstone, fostering a population with enhanced abilities and literacy skills, which in the long term contribute to a more skilled workforce, economic growth by attracting investment and new opportunities for development. Educated individuals are better equipped to adapt to the constantly evolving economic world and increase a country's efficiency and competitiveness. Moreover, high paying jobs can more easily be secured from educated individuals, thereby reducing income inequality and driving overall economic growth.

To add to that, primary education serves as a catalyst for improving gender equality issues. It is much easier for society's norms to shift and traditional gender roles to be challenged if both boys and girls are offered a chance in education. This doesn't only empower young girls, creating a more balanced and diverse community but it also contributes to creating a more diverse and multi-skilled labor force in the long – term.

The benefits of primary education extend beyond individual development and societal progress. Individuals who are educated are more likely to engage in informed decision – making, participate in civic activities and contribute to the overall progress of the community, voicing all of their concerns and proposing ideas in an effort to achieve a more holistic overall approach of their common problems. Subsequently, the overall standard of living will be elevated collectively and a more self – sustained community will be created.

MAJOR COUNTRIES AND ORGANISATIONS INVOLVED

Denmark

Denmark has one of the greatest primary education systems in the world. Its curriculum is diverse and is based not just on academics but also students' overall personal and social development. Danish schools offer many opportunities for parental involvement, through encouraging volunteering for various activities, participating in school trips and helping in fundraising events. Denmark also focuses in inclusivity and makes sure to ensure that all children receive a quality education despite their needs. This well-structured system benefits both students and their families as well as the society since it works towards creating bright, open-minded and knowledgeable students.

Niger

Niger is located in Western Sahara with more than 80% of its land area in the Saharan Desert and is thought to have one of the most lacking education systems in the world. Poor infrastructure, teacher absenteeism, an outdated curriculum and a lack of teaching and learning materials result in children not receiving the education they

require and are entitled to. Children, properly attend school for only about one – third of the year and many other factors such as early marriage lead them to drop out of school at a young age. When concluding their primary education, only 30% of students have mastered basic reading skills and 23% math skills, making it difficult for the society to progress while the dropout rate for grade 6 students is 33% for girls and 28% for boys.²⁰

The government of the country is aware of the gaps present in primary education and is working with GPE to improve infrastructure, accessibility and instructional time for better learning and greater efficiency. A plan to replace over 36,000 straw hut classrooms, which are vulnerable to bad weather and fires has been put in place while building additional classrooms to help retain girls in secondary education is also part of the plan. However, a lot of work must be done in order for results to actually be visible since the gap present nowadays is huge.

Burkina Faso

Burkina Faso is an impoverished West African country with an estimated net primary enrollment rate of 36 percent.²¹ Its literacy rates are extremely low and education faces many problems overall. According to the education act, primary education for ages from 6 to 16 is theoretically compulsory in Burkina Faso but the government due to the lack of adequate resources cannot provide for the universal access to it. Even for the children that are enrolled in primary education, most schools are run by religious organizers which consequently doesn't provide them with the holistic education they are entitled to. Schools are also poorly funded and lack essential resources such as textbooks, desks and books.

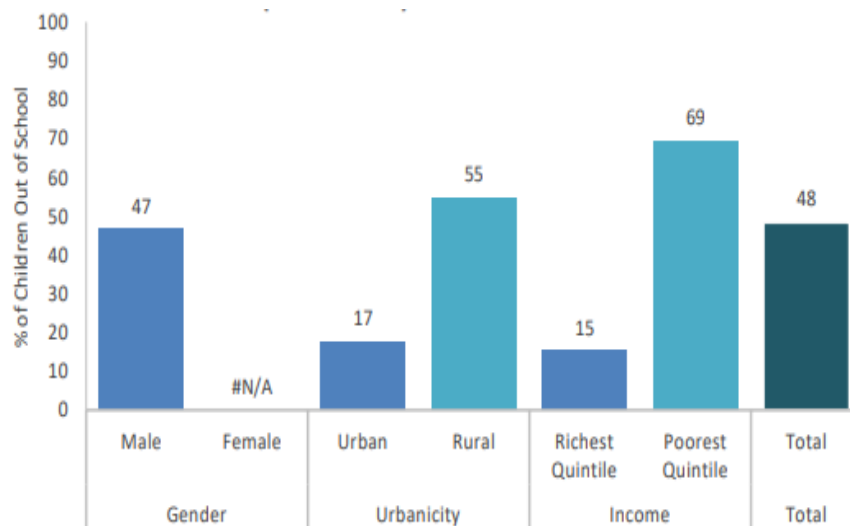


Figure 4: Percentage of children out of primary education in Burkina Faso ²²

²⁰ "Niger." *Global Partnership for Education*, www.globalpartnership.org/where-we-work/niger.

²¹ "Overview." *World Bank*, 26 2023, www.worldbank.org/en/country/burkinafaso/overview.

²² "Burkina Faso - Primary Education, Teachers - 2024 Data 2025 Forecast 1971-2022 Historical." *TRADING ECONOMICS | 20 Million INDICATORS FROM 196 COUNTRIES*, tradingeconomics.com/burkina-faso/primary-education-teachers-wb-data.html.

Ethiopia

Education in Ethiopia is still developing. Despite it having an extremely high population, the literacy rates in the country are alarmingly low. As of 2015, the literacy rate reached 49.1 percent and on average 5th-grade children only being able to read and write very simple phrases.²³ The gross enrollment rate for primary schools has reached 90% due to the increased efforts of the Ethiopian government to make education more accessible to children all through the country. However, more than half percent of students don't complete primary education due to a variety of factors such as the need to work, not enough schools and not enough resources being available, etc.

United Nation Educational, Scientific and Cultural Organization (UNESCO)

UNESCO is a United Nations organ, founded in 1945 as the successor to the League of Nations' International Committee on Intellectual Cooperation and plays a crucial role in enhancing primary education globally by fostering quality learning opportunities for all. It has 194 member states and 12 associate members as well as partners from NGOs, intergovernmental organizations and the private sector. The organization strives to create educational policies and frameworks that address the diverse needs of each country's children while aiming to ensure equitable access to any type of education required by each individual. It is also involved in curriculum development, teacher training and infrastructure improvement to create a supportive environment for primary education.

United Nations International Children's Emergency Fund (UNICEF)

UNICEF is dedicated to ensuring the well – being of children worldwide and works to provide quality learning opportunities that prepare children and adolescents with the knowledge and skills they need to thrive. They focus on equitable and inclusive access for all children, regardless of their socioeconomic status, while they strive to provide education to children who are excluded from it because of their gender, disability, ethnicity or language. To add, their efforts also address quality education. The organization focuses on providing children with safe and friendly learning environments, qualified and well – motivated teachers and instructions in all forms so every child can understand.

Seeing as the organization focuses on emergencies, one of the key topics it works around is education in emergencies. Factors such as conflict, natural disasters and displacement are what halt children's learning, thus, making it vital for organizations such as UNICEF to step in and ensure that children living under such conditions are not deprived of the education they require. In many emergencies, UNICEF is the largest provider of educational support throughout the humanitarian response,

²³ Copse, Info. "Top 10 Countries with Worst Education System in the World." *Info Copse*, 18 Oct. 2022, infocopse.com/countries-with-worst-education-system/.

working with United Nations High Commissioner for Refugees (UNHCR), World Food Program (WFP) and other partners.

Malala fund

The Malala fund is an international, non-profit organization, co- founded by Nobel prize winner Malala Yousafzai that advocates for girls’ education. Malala, along with her father, started the organization in order to ensure 12 years of free, safe and quality education for every girl. As of 2020, the organization has expanded way further from Pakistan, where Malala is from, and has advocates working across Afghanistan, Brazil, Ethiopia, India, Lebanon, Nigeria, Pakistan and Turkey.

Actions of the Malala Fund include, the establishment of an all – girls secondary school in rural Kenya in 2014 and the provision of school supplies and continued education in Pakistan for children fleeing conflict in North Waziristan. In 2017, the fund expanded its investment projects. New grants included a project in the area of Afghanistan to support the training and recruitment of teachers and the support of a campaign in Nigeria that revolved around the increase of access to public education for children from 9 to 12 years. In 2019, the organization collaborated with Apple in order to provide technology to India and Latin America with the goal of educating more than 100.000 girls.

TIMELINE OF EVENTS

DATE	DESCRIPTION OF EVENT
16 November 1945	The United Nations Education, Scientific and Cultural Organization (UNESCO) is founded, aiming to promote world peace and international security through international cooperation in sciences, art, culture and education.
11 December 1946	The United Nations International Children’s Emergency Fund (UNICEF) is founded, being responsible for providing aid to children worldwide.
May 17 1954	The US Supreme Court rules on Brown v Board of Education that US state laws that establish racial segregation (separation of people into racial or other ethnic groups) in public schools are unconstitutional, even if the segregated schools are otherwise equal in quality.
17 May 1954 – 1 August 1968	The Civil Rights Movement is a nonviolent social movement in the United States that aims to abolish legalized racial segregation, discrimination, and disenfranchisement in the country, arguing that every child, regardless of race, deserved a first-class education.

2002	The No Child Left Behind Act reauthorizes the Elementary and Secondary Education Act of 1965 and requires US States to develop assessments in basic skills and to give these assessments to all students at select grade levels in order to receive federal school funding.
2003	The Borgen Project, a non-profit organization operating at a political level, is established and tries to bring together the leaders of the most powerful nations on earth to address both global poverty and hunger, aiming to improve the everyday conditions of people living on less than \$1 per day.
2013	The Malala Fund, an international, non-profit organisation that advocates for girls' educations is formed.
2014	An all-girls school is founded in rural Kenya by the Malala Fund.
2015	Ethiopia's literacy rate reaches 49.1%.
2015	The United Nations' 4 th Sustainable Development Goal on education is adopted as part of a larger collection of objectives designed to serve as a "shared blueprint for peace and prosperity for people and the planet, now and into the future," aiming to ensure that by 2030, all girls and boys will complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
2017	The Malala Fund expands to Afghanistan to train and recruit teachers.
2019	Apple works together with the Malala Fund in order to provide technological resources to schools in India and Latin America.
2022	The Global Partnership for Education (GPE) is established, delivering funds and building strong and resilient education systems in countries that face poverty and conflicts by bringing together partners, donors, governments and organizations.

PREVIOUS ATTEMPTS TO SOLVE THE ISSUE

Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs) are a set of eight international development goals that were established after the Millennium Summit of the UN in 2000. They address issues such as global poverty, inequality and underdevelopment

with a target date of 2015 for their achievement. They represented a shared commitment by world leaders to tackle key issues and improve the state of LEDCs.

Among the eight goals, goal number 2 addressed primary education and was created with the aim of achieving universal primary education. The specific targets associated with this goal were focused on eliminating disparities in access to education and promoting inclusivity and equality in primary education. The goal emphasized on ensuring that both girls and boys had equal opportunities in primary education in an effort to address gender disparities in schooling. Additionally, there was an effort to ensure that not only were children enrolled in primary education but successfully progressed and completed a full educational program.

There was a noticeable progress in enrollment with many countries making efforts to reach out to marginalized and vulnerable populations while the enrollment rates of girls increased in many regions. Even though there were achievements, the quality of education provided remained poor. Teacher shortage, disparities between urban and rural areas and lack of infrastructure were still a threat.

Sustainable Development Goals (SDGs)

The sustainable development goals, also known as Global goals were adopted in 2015 by the United Nations in a universal effort to end poverty, protect the planet and ensure that by 2030 all people will enjoy peace and prosperity. There are 17 SDGs in total that recognize the impact that action in one area might have in other areas and that development must balance social, economic and environmental sustainability.

Goal number four focuses on quality education, on a global scale and more specifically is designed to achieve the target of universal primary education. Since the 2000s there have been immense efforts to improve quality, primary education. Today, the total enrollment rate in developing regions has reached 91 percent, and the worldwide number of children out of school has dropped by almost half.²⁴

Education For All-Global Monitoring Report (GMR)

Education for all refers to the set targets of governments and international communities to dramatically improve educational opportunities for children, youth and adults over the next 15 years. The GMR was an annual publication by the United Nations Educational, Scientific and Cultural Organization (UNESCO) that aimed to assess global progress in achieving Education for All (EFA) goals. The report analyzed key education indicators, policy recommendations and insights into challenges and opportunities in the field of education.

²⁴ "Sustainable Development Goals | United Nations Development Programme." *UNDP*, www.undp.org/sustainable-development-goals/quality-education.

Key features of the GMR were the evaluation of the six EFA goals which included achieving universal primary education, adult literacy, improving the quality of education and combating gender discrimination. Indicators of the report included enrollment rates, literacy rates and gender parity indices which helped track the progress and identify areas that required further attention. A major feature of the report was the regional and country-specific assessments, which were designed in an effort to recognize the diversity of educational challenges and progress across the world. After the assessment, the GMR provided policy recommendations for governments and international organizations to inform and further improve education systems.

The last edition of the GMR was published in 2015 when the Education for All initiative was concluded. The Global Education Monitoring Report became the successor to the GMR and continues to annually assess global education progress with focus on the 4th Sustainable Development Goal which addresses education.

POSSIBLE SOLUTIONS

Infrastructure development

Infrastructure plays a crucial role in improving primary education in LEDCs. A better learning environment immediately elevates the quality of education, and if paired with other factors such as teacher training and better curriculum, it can lead to the overall drastic improvement of primary education.

When it comes to infrastructure, the focus should be on safety. The construction of safe school buildings that are adapted according to each country's needs and weather conditions that are durable and don't require constant maintenance could lead to an improvement in the quality of education. Classroom sizes ought to also be taken into consideration since having a large number of children in each country has been proven both unproductive and unsanitary. Effective learning environments are those in which students feel safe and comfortable.

Apart from classrooms, other school facilities are also necessary in order for a school to provide a holistic education. Libraries, playgrounds, bathrooms, and technology labs are also important. Introducing children to technology from an early age is only beneficial and enhances their digital literacy skills. Additionally, a diverse collection of books to support children's research skills and instruments to enhance their physical movement and creativity are also crucial for their education.

Lastly, especially when it comes to LEDCs basic amenities are also very important. Access to clean water and sanitary facilities contribute to the overall well – being of

students and, thus, to their education. To add, electricity is also necessary for a school to be able to constantly run since without it, power lighting, fans, heating and technological resources can't be used. If programs that promoted showering within school facilities, the provision of daily healthy meals and free medical care when needed were implemented in schools, the number of students dropping out would decrease since they would rely on the school for their survival. Both the health and education levels of each country's population would rise and, thus, the overall future of the country would improve.

To achieve all of the above, a multi – faced approach that leverages available resources effectively needs to be implemented. To begin, governments ought to invest in the development of infrastructure by allocating a significant amount of the national budget to education. Then, international organizations and monitoring programs can step in to ensure that the funding is used for the right purposes and in efficient ways. International aid and donor support can also be proven effective since in many cases governments don't have the ability to allocate more funds to education. Such international and multilateral organizations can also provide technical assistance to further improve and excel infrastructure facilities. Lastly, countries must by all means raise awareness about the ongoing situation and seek aid from any groups available.

Technology and community involvement

In LEDCs, introducing technology into education and forming the educational system around community involvement can be proven transformative. Integrating the use of cost – effective technologies such as low – cost tablets can help overcome resource constraints and provide all students with the opportunity to learn through interactive methods, while enhancing their individual skills and development. Apart from making education more accessible, mobile devices also cultivate digital skills that are necessary for the evolving job market and create a means of communication with children and teachers from other countries.

Community involvement is also pivotal in addressing local challenges since through the collaboration of parents, NGOs and local leaders, contextually relevant educational content can be created. Additionally, this provides schools with the opportunity to address specific educational challenges unique to each region while sharing responsibilities and contributing to an environment where children are more likely to thrive academically.

Teacher training

Teacher training is a necessary component in improving primary education. Motivated and well-trained teachers play a crucial role in the provision of quality education and create a positive learning environment. When it comes to training, governments, in collaboration with other organizations and institutions such as the World Bank, the United Nations Human Rights Council (UNHRC) and other private ones ought to create

training programs that include both theoretical learning as well as practical experience. Many are the cases in which governments do not have the sufficient financial resources to create, support and constantly update such programs, thus, through the cooperation with other institutions this can more easily be achieved. Classroom observations, practice teaching sessions, and internships can further contribute to the training of educators before they enter their classrooms.

The organization of continuous professional development programs (CPD) can also contribute to keeping teachers updated on the latest educational practices, teaching new and progressive methodologies and testing teachers' motivations and motives. Through such programs, teachers can learn about interactive teaching methods and student-centered learning and be given feedback in order to be able to better understand and monitor their students.

Shared curricula

Sharing curricula from all over the world can be proven beneficial for LEDCs since they will have a chance to look into more developed and advanced programs, get ideas for their own, and adapt them accordingly. If countries with well – structured educational systems were to share their curriculum programs with LEDCs, it would be easier for them to evaluate their own programs and compare them with such successful ones. Of course, LEDCs will not be able to fully adopt the educational curriculums of MEDCs because of cultural and economic barriers but they can surely benefit from them.

In order to prepare for this, both MEDCs and LEDCs ought to recognize the cultural differences between them, their educational systems and their methods and beliefs. The content of the curriculum that will be shared will most likely need to be adapted in many ways including language, teaching methodologies and cultural gaps in order for it to align with the cultural norms of the local communities. To add, a committee of specialized and experienced educators that can communicate in both English and in the native language of the countries they are based needs to be formed for the better communication and understanding between countries. Training local educators is also vital so the creation of training workshops, mentorship programs and ongoing support networks are essential in order to enhance their pedagogical practices and teaching skills.

Health and nutrition programs

A major problem education faces in LEDCs is health barriers. Children do not come to school because of illnesses and even if they do, the schools are not a sanitary place for them. Ensuring the health and well-being of students is essential for their overall development and academic success.

Regular health screenings from committees of experts such as the World Health Organization (WHO) or other Non-governmental organizations can help identify and

address health issues from early on, as well as provide immunisation programmes for preventable diseases, promoting a healthier school environment.

School feeding problems can also improve primary education. If parents were sure that if their children went to school, they would have a healthy meal, enrollment rates would increase, and more children would be given the opportunity to education. Malnutrition is one of the major problems of LEDCs and one way to combat it is through education.

Monitoring and evaluation

The constant evaluation of schools, the infrastructure, the learning method implemented, and the staff can help further improve primary education in LEDCs. Usually, the lack of outside pressure from the government is what demotivates teachers and leads to poor quality education. Constantly collecting and analyzing data can help assess the effectiveness, efficiency and impact of programmes, as well as clearly define the objectives of each system.

In order to do so, governments and organizations such as UNICEF can conduct interviews, surveys, and direct observation to gather information. It is important to consider that the data collection methods used are culturally sensitive and adapted to the local context, as well as that the collected data will not be misused.

Since in many countries, governments won't prioritize education due to other major issues that they face such as armed conflict, poverty and high illness rates, such monitoring can be conducted via respective organizations. Such organizations, will have to be familiar with each country's specific needs and current situation and make sure that they use both their power and resources to further improve the education system of each country specifically.

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