

**Measures to ensure equal chances of basic education in every country with special regards to the education crisis in sub-Sahara**



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## I. Introduction

### **Introduction to the committee**

The United Nations Educational, Scientific and Cultural Organization, also known as UNESCO, is one of 16 specialized agencies of the United Nations created in 1946. Back then it served for the purpose of rebuilding schools, libraries and museums destroyed during World War II. Today it sponsors programs all over the world to improve the development of education, culture, and economics. The agency's main areas can be divided into five major sections: Education, Natural Sciences, Social and Human Sciences, Culture, and Communications and Information. From its global headquarters in Paris, it includes 193 members all around the world.

### **Statement of the problem**

Stated in the International Standard Classification of Education, short ISCED, basic education includes primary education as well as lower secondary education, which can be compared to the first six years of schooling.

Basic education is an unattainable right for millions of children worldwide. More than 70 million children in primary school age do not have the possibilities to go to school. About 800 million adults are not able to read and write what makes them become victims of marginalization and unequal treatment. Mostly they have no livable future, often resulting in unemployment, poverty and disease.

Especially in developing countries, the establishment of basic education is a big issue since besides problems such as inequalities due to, for example, cultural backgrounds, there is above all a financial deficit. The most affected region in the world is sub-Saharan Africa.

## II. Current situation

## The global situation

In many countries, children have no access to basic education due to inequalities which are based on gender, health or cultural reasons like their religion or origin. Moreover, with more than 50 % of all uneducated children in the world, girls are the most disadvantaged:



A lot of children do not get basic education, which is, however, essential for their intellectual and social development. Poverty and related factors like diseases, unemployment and illiteracy of the parents raise the risk of a lack of education for their children enormously.

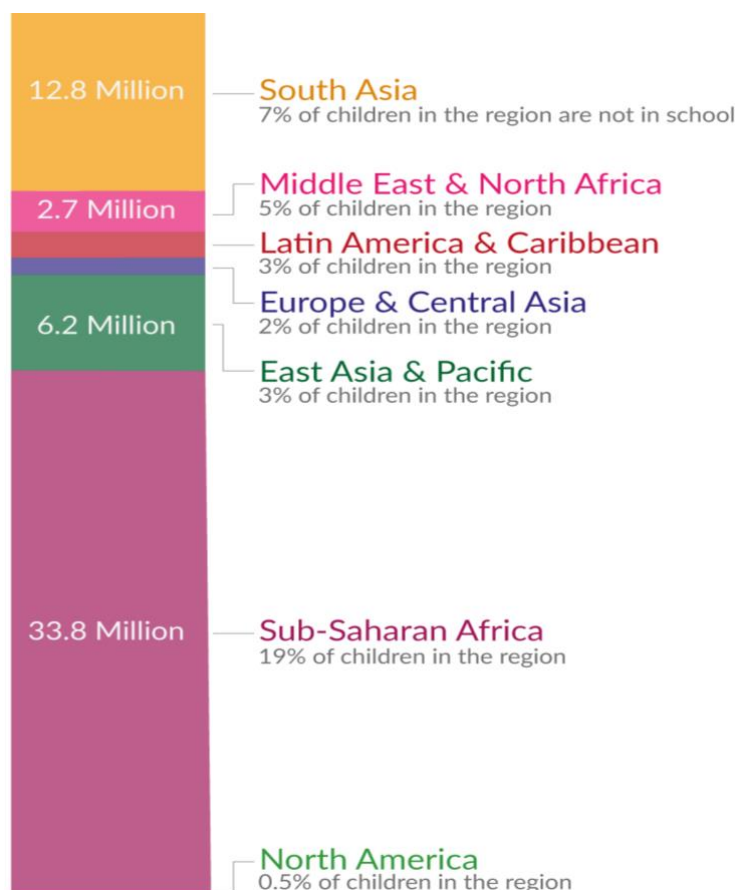
## The situation in the sub-Saharan

With over 33 million children without primary school education, sub-Saharan Africa is the most affected region in the world. The numbers of children out of school can reach from 160.000 to 1.650.000 in each country.

Especially poverty embosses people in this region a lot. Problems like thirst and starvation and therefore malnutrition are the consequences. For lots of people, every day is a fight. Many children have to support their families financially through work or they suffer from diseases, which is why they have no chance of education or a good future since the sub-Saharan states do not take a lot of money, basic education represents an important topic but is unreachable. There is not enough money to build schools, to provide essential material and to engage teachers. The pledged international funds from the international community are not adequate to ensure education for every child.

The small number of Teachers which are present often did not have the fundamental teacher training. Furthermore, there is a lack of schools in general which leads to overcrowded classes and children from different levels of education have to study together. However, in this way they do not do justice to their individual training corresponding to their needs and abilities.

More than half of the children receive an education for less than 2 years, which is a case of extreme educational poverty. The lack of basic education has negative consequences for the population and similarly for the whole country. Solving this issue is of high importance as many children leave school without having acquired the basics, which causes their social and economic development to be severely hindered.



### III. Right of basic education

There are a variety of legal bases ensuring a right to education, one being the international Covenant on Economic, Social and Cultural Rights, which

recognizes the “right of everyone to education”. First it agrees that education should enable all people to participate effectively in a free society. Secondly it emphasizes that primary education should be compulsory and available free to all but also keeps in mind to make secondary education accessible. Third, it illustrates that fundamental education should be encouraged for those people who have not received or completed the period of their primary education. Finally, it highlights the development of a system of schools at all levels and ages should be actively pursued.

Another legal basis is the fundamental law of education, which acts as the basis for the interpretation and application of various laws regarding education. The law sets out the purposes and objectives of education and provides for equal opportunities in the sector of education in general as well as social and political education. Article one states that the law should aim for full development of the personality and aim to nurture citizens of any financial situation.

#### IV. Measures leading to improvement or prevention

##### **Measures which have been already taken**

Over the years, various measures have been taken to ensure equal chances of basic education regardless of their social, economic, or cultural background:

Governments in many countries have implemented policies that require all children to attend primary school, regardless of their socio-economic circumstances by guaranteeing free access.

In recent decades, the enrollment rate in sub-Saharan Africa has increased, especially for primary school children. The governments and international organizations have taken measures to improve access to basic education by establishing schools also in more rural areas, reducing or abolishing tuition fees and providing essential education materials.

Another past measure has been school feeding programs which provide free or subsidized meals to children of low-income families to encourage them to attend school regularly while also helping the parents to reduce the financial pressure to feed their children daily.

By enforcing these measures, the situation has generally improved. Especially the inequality between girls and boys not attending school has reduced heavily, as over the last generation girls have gotten more and more possibilities to access school. Although the situation has improved, millions of children at the age of primary school remain out of school because of above mentioned reasons, particularly in poor regions like sub-Saharan Africa.

### **Possible measures for the future**

Since the problem of inequality between basic education of children in different countries is not solved yet, we need to take more effective actions in the future. Possible measures could be:

The increase in materials for education. In many regions the financial needs to improve an educational crisis are barely or not at all reached. Through government investments or partnerships with private organizations the financial needs to improve an education crisis could be achieved.

Another measure could be to guarantee everyone access to technology, particularly for those with low income. If the government and schools would invest in initiatives to provide students with internet access and devices, they could help to break the barrier to education, which many people are faced with.

These are only a few measures which are possible to improve and implement basic education on the whole globe. Solving this issue would be important for all human beings, as better, equal basic education means better lives and better lives mean a better society. Understanding the magnitude of this problem and trying to solve it

using several of the solutions mentioned in this study guide will only contribute for the better of everyone.

## V. Useful links

- <https://ourworldindata.org/children-not-in-school>
- <https://www.humanium.org/en/right-to-education/>
- <https://unesdoc.unesco.org/ark:/48223/pf0000248254>