Introduction

As mentioned in Article 26 in the Universal Declaration of Human Rights, everyone has the right to education, however, this right is not equally obtained around the world. At this moment in time, 264 million children and adolescents are out of school and each one of these people are out of school for a different reason, whether it be gender discrimination, lack of trained teachers or even the fear of going to school and never returning back home. It is important that governments are supplying and funding the best education for their population, because ultimately, it is the easiest way to invest in the country’s development and future. Governments should not take this issue lightly as any simple flaw in education can massively impact a person’s life and their ability to exceed in the future.

‘Equitable’ is a crucial word in this issue. It simply means that every person is able to get the exact same basic education that is needed for them to get careers and expand in the future. It means that no child should be discriminated against when it comes to any factor such as gender, race or disability and when needed, extra aid should always be provided to those less fortunate so that there are equal educational opportunities for the entire population.

Providing quality education is the 4th UN Sustainable Development goals to be met by 2030 and it is important to provide it as it can create a rippling multiplier effect that can last through generations.

Definition of Key Terms

Curriculum

The subjects compromising a course

Cognition

The mental action of gaining knowledge
Discrimination

The unfair treatment of different categories of people whether it be by race, gender, religion or other factors

Equitable

Unbiased and fair

Implementation

The process of putting into plan

LEDC

Less economically developed country

Consultative status

A status within ECOSOC that allows NGOs to influence decision makers of the highest international level. It is split into three categories, General, Special and Roster.

Background Information

As mentioned before, everyone can have a different reason to why they are not able to get adequate education or even get to school. Most LEDC’s and places of conflict have overlapping reasons of why young people are not going to school or leaving school without an education that is of high standard.

Teachers

The first step to providing good education is through educators and teachers. Many teachers in Less Economically Developed Countries (LEDCs) are untrained and there often not enough to provide proper attention for students. For example, many countries in Sub-Saharan Africa will often have classrooms with around 100 students at primary level which completely depletes the chance of a student getting what they need from a teacher personally. A study conducted by the UN confirmed at 69million teachers are needed to provide worldwide education at good standard which would require years of education and volunteering from others so that these needs are met.

Materials and Curriculum

One major reason why children may not receive an equitable education is due to having lack of material in classrooms. A lot of the time, students in large, crowded classrooms have to share textbooks
between 2-15 other students and in countries such as Tanzania, only 3.5% of children at 6th grade were given sole use of a reading book. Having unclear Curriculums also makes it difficult for teachers to give lessons or know what is meant to be taught at each school year. This leads to a lack of new lessons being taught and repetition year after year for school children which could cause children to find little reason to pursue further education.

**School environment**

Unsafe school environments have drove families away from educating their children on many occasions this past century. These unsafe school environments mainly refer to disease or conflict. 27 million out of 50 million children in conflict are currently out of school and for example, in the case of Occupied Palestine, children often have to walk miles on end through many checkpoints to get an education which can instill fear within them and their families. Disease is another reason that prevents children from going to school. In Tanzania, diseases such as HIV and malaria are widely spread and 90% of the population lives under $2 which makes it difficult to get healthcare and treatment once diagnosed. School environments can also be highly unsanitary and healthy. In countries like Malawi where there can be up to 130 children in a classroom, it is highly prone for diseases to be spread especially considering the low levels of healthcare. Furthermore, 1/7 schools in Chad have water and many students refuse to go school due to hunger and if they do choose to go, studying while hungry would affect their cognitive abilities.

**Funding**

The underlying reason why many people are unable to get a well-rounded education is the lack of proper funding by governments to provide their public schools with the correct buildings, curriculums and a general nationwide education standard. Education is a basic human right however many economies, even highly economically developed ones, such as the USAs are willing to put in the government's budget into other uses such as the military. The country could also be in great debt or has a corrupted ruler. Corruption can also be found within individual families and school institutions through family connections and buying school grades. However, without funding from local governments or charities, it is almost impossible to demolish the inequality of education around the world.

**Motivation and discrimination**

Sometimes, it is not quite just the quality of education within schools that needs to be discussed in this issue, but it is also what drives children to go to school. Children of lower income families are unable to go to school many times even if free public education is provided as they have to provide for their families and work, such as in Bangladesh where 31.5% of families live under the poverty lines or in India where 19.8% of students drop out before they complete their primary education. Many adolescents also see no purpose in pursuing an education which can completely shun the person away from any future plans or desires. It is also important to consider the children who do want an education but are simply
not allowed to receive it. Girls can be forcefully put out of school all over the world and in fact, there are 130 million girls out of school due to gender discrimination from schools as well as families themselves. The large target for discrimination through centuries has been people with disabilities and due to this, only 7% of children with disabilities attend school.

Major Countries and Organizations Involved

Global Partnership for Education (GPE)

Since 2002, GPE has been striving to create easy worldwide education access. This organization has massively grown and is now working in 72 countries to provide education and in just 2017 79% of those countries were able to increase educational financing in the long term. GPE also has many smaller programs that can deal with specific issues such as disability, conflict and gender discrimination. One example of the GPE programs is one that focuses on disability and for example, in Cambodia, they have detected those with vision problems so that they are able to continue with school.

UNICEF

UNICEF has been one of the most well-known sources of aid when it comes to education. They have created many low cost but high efficiency educational good for low development countries that are prone to crisis such as the School In a Box which can be provided in times of conflict and can supply school goods for 40 students for up to 72 hours. They also have similar packages such as the Recreational Kit or the Early Childhood Development Kit which helps develop a child’s cognitive skills.

Room to Read

Room to Read is an organization that focuses on expanding literacy rates and breaking down gender barriers in education. Collectively, they work in 10 countries and have 11,000 volunteers and aid students within school as well as after graduation. They have increased literacy rates around the world by working with 19,884 schools and 10.7 million children as well as recruiting 8,703 teachers and librarians and printing 20.6 million books.

Reach out to Asia (ROTA)

Founded in 2005, ROTA helps provides education as well as other basic human needs to developing countries and countries of conflict in Asia. They work in 10 countries and have up to 25,000 participants and are also granted Special Consultative status in ECOSOC starting 2009.

Timeline of Events
<table>
<thead>
<tr>
<th>Date</th>
<th>Description of event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>Global Education for All movement adopted</td>
</tr>
<tr>
<td>2002</td>
<td>Global Partnership for Education founded</td>
</tr>
<tr>
<td>2005</td>
<td>Reach Out To Asia founded</td>
</tr>
<tr>
<td>2009</td>
<td>Reach Out To Asia given constative status in ECOSOC</td>
</tr>
<tr>
<td>2015</td>
<td>Sustainable Development Goals implemented by member states</td>
</tr>
</tbody>
</table>

**Relevant UN Treaties and Events**

- United Nations Literacy Decade: Education for All, 12 December 2001 \( \text{(A/RES/56/116)} \)
- World Program for Human Rights Education, 11 October 2012 \( \text{(A/HRC/RES/21/14)} \)
- World Program for Human Rights Education, 8 October 2013 \( \text{(A/HRC/RES/24/15)} \)
- World Program for Human Rights Education: Adoption of the Plan of Action of the Third Phase, 2 October 2014 \( \text{(A/HRC/RES/27/12)} \)
- The Right to Education, 29 June 2016 \( \text{(A/HRC/22/L.33)} \)

**Previous Attempts to solve the Issue**

The Education For All scheme from 2000-2015 failed due to 2/3 of its member states failing to meet its deadline to achieve its six goals and has also distracted nations from other issues that need to be solved with education such as adult literacy rate, the actual quality of the education and strategies to make sure education is a constant in students’ lives. Although only 1/3 of the states involved in the Education for All scheme manages to succeed, millions of children were able to be educated throughout those 15 years.

The second Millennium Development Goal (MDG) of achieving worldwide access to primary education by 2015 has also been a mostly successful attempt at solving the issue. This MDG increased primary school education from 83% to 91% in 15 years and have also decreased out of school children.

There have also been many funding websites such as globalgiving.org were individuals or charities can create projects that any person is able to contribute to in order to reach a monetary goal and these projects can tackle any issue including gender discrimination or literacy rates. While many of these projects can get social media recognition and attention which can lead to a large amount of contributors...
in the project, a project could still not get the complete funding necessary and the money could go to waste as simply anyone could create these types of campaigns.

Possible Solutions

The most straightforward approach to equitable education worldwide is funding and monetary aid towards schools and other educational facilities. With the correct funding, simply anything can be provided to the schools from pencils to new buildings. However, it is important that the money is in the right hands and not going towards corrupt officials which could, in the long term, damage the economy; therefore, the economic budgets towards schools should be published so that the population and global organisations are able to spot where problems are in public education.

It is also important to provide good teachers through training schemes and volunteering when in times of crisis. Considering that 69 million more teachers are needed for adequate global education, teaching jobs should be attractive so that people are willing to go into them as well as make it easy to get training and teaching qualifications.

Governments should also create nationwide adapted Curriculums and provide the proper reading material for it at a low cost so that all students are able to get the same standard if education and are able to have the same opportunities as the people around them.

Bibliography

https://www.ohchr.org/EN/Issues/Education/Training/WHRE/ThirdPhase/Pages/ResolutionsReports.aspx

Education for All 2000-2015: Only a third of countries reached global education goals - Office of the Secretary-General’s Envoy on Youth

Timeline: the global education movement
https://en.unesco.org/node/265601

Education .:. Sustainable Development Knowledge Platform
https://sustainabledevelopment.un.org/topics/education/events
Ten Innovative NGOs in Education
https://ironline.american.edu/ten-innovative-ngos-in-education/

School-in-a-Box
https://www.unicef.org/supply/index_40377.html

Education
https://www.globalpartnership.org/education

Education in developing countries

Global Affairs Canada

Universal Declaration of Human Rights

Education
https://www.unicef.org/education

10 steps for solving the global learning crisis
https://gemreportunesco.wordpress.com/2014/04/11/10-steps-for-solving-the-global-learning-crisis/

Global Education

10 Barriers to Education Around the World
https://www.globalcitizen.org/en/content/10-barriers-to-education-around-the-world-2/

Millennium Development Goals (MDG) monitoring
https://www.unicef.org/statistics/index_24304.html

MDG 2: -Achieve universal primary education
https://www.mdgmonitor.org/mdg-2-achieve-universal-primary-education/

Explore Projects
https://www.globalgiving.org/search/?size=10&nextPage=1&sortField=sortorder&selectedThemes=edu&loadAllResults=true

Transparency International
https://www.transparency.org/topic/detail/education

Impact & Reach
https://www.roomtoread.org/impact-reach/
The Perks of Having Consultative Status with the UN