



EDUCATION MONITOR AROUND THE GLOBE



OUR VISSION

Removing the obstacles to education in the world. Our vision: To work and to remove the barriers to education in the world; To bring together individuals, groups, communities, and organizations working on this issue; To collaborate with educators around the world to create community-based solutions and to act as a catalyst in creating a sustainable change.

OUR MISSION

We are aware of the significant role that education plays in the development of societies, as well as its contribution to an individual's future. We believe that this development and change will only occur with a social impetus and with the participation of people from all layers of society.

VALUES

Freedom of Thought Anthropocentrism Respect for Cultural Values
Multiculturalism Respect for Differences Consensus and
Cooperation Transparency Accountability

Contact Us





EDUCATION MONITOR AROUND THE GLOBE CONTRIBUTORS

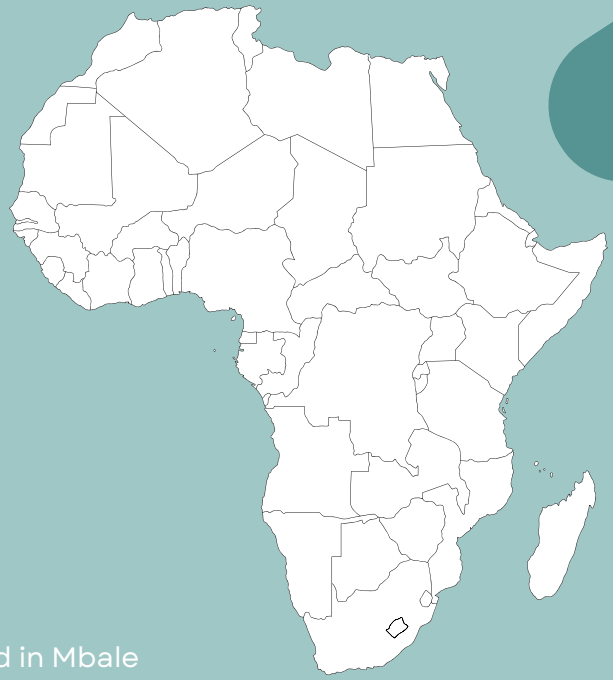
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AFRICA



Uganda

Ugandan State House Anti-Corruption Unit is investigating reports of capitation grant fraud in Mbale district, Uganda, sparked by allegations of corruption at Mbale School for the Deaf. The investigation is not limited to the school and is expected to be scaled up to other areas across the country. The problem of inflating student enrollment figures is not new in Uganda and has cost the government billions. The ministry of Education is also investigating allegations of mismanagement at Mbale School for the Deaf, including the admission of non-disabled children into the school and exacerbation of conflicts between deaf students and those who can hear. The investigation is ongoing.

<https://observer.ug/news/headlines/79252-capitation-cash-fraud-rocks-mbale-school-for-the-deaf>



Tanzania

Stramme Foundation, a Norway-based development NGO, has officially opened its office in Tanzania to support the country's effort to alleviate poverty, especially to the vulnerable groups, by focusing on education. The foundation will work on early childhood care and education (ECCE), Technical Vocational Education Training Programme (TVET), and Adolescent Empowerment Programme Bonga. These programs are designed to provide children and adolescents with the skills and knowledge they need to break the cycle of poverty and create a better future for themselves and their families.

<https://dailynews.co.tz/norwegian-foundation-joins-tanzania-in-poverty-fight/>

Photo: Sauli Giliard





South Sudan

Lafon County, South Sudan, is facing a severe shortage of qualified teachers, with many schools relying on volunteer educators. This is negatively impacting the quality of education, and the government is urged to take action by deploying qualified teachers and enhancing their salaries. The government should also actively support the deployment of well-qualified teachers capable of effectively managing schools. Additionally, mothers are encouraged to send their daughters to school to promote girls' education.

<https://pachodo.org/latest-news-articles/news-from-various-sources/42848-lafon-county-officials-decry-shortage-of-qualified-teachers#:~:text=Authorities%20in%20Lafon%20County%2C%20situated,qualified%20teachers%20within%20the%20area>



Malawi



Malawi's First Lady Monica Chakwera has partnered with the United Culture Centre International to promote girls' education and cultural exchange for Malawian youth. This collaboration will bring about educational and cultural exchange programs for Malawian youth and their counterparts from other countries, fostering connections and understanding between different cultures. The First Lady expressed her support for this partnership, emphasizing its potential to bring about substantial benefits for Malawian youth.

<https://mwnation.com/first-lady-lobbies-support-for-girl-education/>



Zambia

General Education Certificate (GEC) and Junior Secondary Examination (JSE) results show a decrease in pass rates compared to 2022. Out of 135,246 GEC candidates, 25,821 failed all subjects, representing a 7.79% decline in pass rates. Similarly, 24,860 out of 128,136 JSE candidates failed the exam. Education Minister Douglas Sykalima expressed disappointment with the decline in pass rates and vowed to maintain a conducive learning environment for students in higher education institutions. He warned against politically motivated mischief and assured that the government is closely monitoring the police investigation into the UNZA student riots.

<https://www.znbc.co.zm/news/secondary-school-exam-performance-drops/>



Sierra Leone

Sierra Leone grapples with a severe learning crisis, as data from UNICEF in 2022 indicates that a mere eight percent of third-grade children can read a basic text. This crisis is deeply troubling, as a solid foundation in fundamental skills like reading and mathematics is crucial for a child's overall development and lifelong learning. Several factors contribute to this dire situation in Sierra Leone, including inadequate investment in education, insufficient teacher training and resources, lack of access to quality education in rural areas, and the long-lasting impact of the country's civil war. The resulting learning crisis perpetuates a cycle of limited opportunities and hindered socio-economic progress, emphasizing the urgent need for concerted efforts and investments in the country's educational system to ensure that every child has access to a quality education and a chance for a brighter future.

Source: <https://www.unicef-irc.org/article/2345-addressing-the-learning-crisis-in-sierra-leone-with-the-learning-passport.html#:~:text=Sierra%20Leone%20is%20facing%20a,the%20rest%20of%20their%20life.>
Credits: <https://borgenproject.org/8-facts-about-education-in-sierra-leone/>





Ghana

PAAJAF (Progressive Achievers and Affectionate Junior Academy Foundation) is a non-governmental organization dedicated to addressing educational challenges in Ghana. This remarkable NGO provides schooling and support to orphans, vulnerable children (OVC), teenagers, and illiterate adults, making a significant impact in the country. Ghana, like many developing nations, faces educational obstacles, and PAAJAF's mission is to break down these barriers. They offer a holistic approach to education, particularly for orphans and OVCs, who often lack resources and emotional support. Additionally, PAAJAF provides opportunities for teenagers to access education and vocational training, setting them on a path to a brighter future. Adult literacy programs empower illiterate adults, granting them essential communication and information access skills.



Source: https://www.commonwealthofnations.org/sectors-ghana/education/education_ngos_and_csos/#:~:text=PAAJAF%20is%20a%20non%2Dgovernmental,work%20on%20disability%20in%20education.

Credits: <https://yen.com.gh/108012-list-international-ngos-ghana.html>

Morocco

The weeks after the earthquake in Morocco, it becomes clear that education for girls is under pressure, especially in the mountainous region of the Atlas. A girls' education charity in the Atlas reports that 6 boarding houses have been damaged or destroyed, affecting around 750 girls. This increases the already existing challenges to accessing education because of poor infrastructure in the mountains.



<https://www.theguardian.com/world/2023/sep/16/we-need-to-start-again-morocco-earthquake-puts-girls-education-at-risk>
Mishimoto (CC BY 2.0 DEED) | Flickr:
<https://www.flickr.com/photos/mishimoto/4053337733/>



South Africa

South Africa will undergo budget cuts in education on November 1st. Calls against this have been surfacing as South Africa has been dealing with an education crisis: in 2021, half of grade 1 pupils failed to learn the alphabet after a year of schooling. The director of the edtech platform IDEA emphasized this month that investment in professional development and digital learning resources are needed to fight this crisis.



<https://www.news24.com/citypress/news/urgent-call-to-protect-education-funding-amid-proposed-mid-term-budget-cuts-20230921>

SarahWiseman (CC BY-NC 2.0 DEED) | Flickr:

<https://www.flickr.com/photos/sarahwiseman/6145100506/in/photolist-an2fhJ-6zqGYP-gwYv1X-2okReqG-2iw6Z2Y-2okT7Bf-2o3a1cY-amYq4X-vJG8GS-2o2cHyb-2o27wL-dx5zUV-2bgU2Bm-2bgTqCU-J6TMek-gSpYEF-gSpzw6-2okSvSf-2okSvqg-27NWdrN-J6UC6Z-6uvaB-HhyHnp-h9Z1YZ-2oHtvz3-a8xJbH-J6Uy2r-2kFxAHP-JdwoFP-HhyGV2-Hhyrqz-gTUJX8-HMVqmw-J6UuEg-7ziBtz-J6UGhe-21PvShG-h9Zd8o-gSoU3E-Hhp5TI-TrkKuxj-rxkzyr-2iw5Ny4-JdvGdp-h9Zioc-2okQxWS-HMVfgw-SawGMF-gSp6Z3-8pA85u>

Nambia

Teachers that just graduated university are unable to find jobs in Namibia. The government is unable to help the 1000 teachers dealing with unemployment. The teachers ask for a temporary stop on admissions to make sure future teachers will not encounter similar problems after graduating. Another solution is to stop the multi-round interviews for teacher positions: this is a great challenge to teachers as the interviews require preparations and traveling.



<https://www.namibian.com.na/ministry-says-it-cant-help-jobless-teaching-graduates/>

World Bank Photo Collection (CC BY-NC-ND 2.0 DEED) | Flickr:

<https://www.flickr.com/photos/worldbank/5321479176/in/photolist-7VNrVp-6R6cH7-97eYmY-7X1g2J-28uP4iy-MBtmUg-LE5SXB-MyoBtq-LE5T3X-Mu7GKZ-MyoBKN-MyoBFu-Mrnkpb-Mu7FYD-MBto4v-MauRrA-MBtm3c-Mu7Ggn-4aTfHt-7V55A8-xbKbCZ-Mygaa9-LE5SSg-QoyhP6>



Mali

The representative of UNICEF in Mali, Pierre Ngom, calls attention to the dire situation of children in Mali. Only in September, dozens of children have been killed by non-State armed groups. More than 1500 out of 9000 schools are not functional, affecting half a million children. In the south eastern region Ménaka, half of the schools are closed.

<https://news.un.org/en/story/2023/09/1141452>

Noemi Jariod (CC BY-NC-ND 2.0 DEED) | Flickr:

<https://www.flickr.com/photos/noemijariod/4520366662/in/album-72157600045252307/>



Libya

Floods have damaged 95 percent of the educational facilities in the eastern part of Libya. The Minister of Education, however, announced school will start again. Some displaced students have been registered at other schools, and technical teams are evaluating the work that has to be done to repair school properties.

<https://www.aa.com.tr/en/africa/libya-says-95-of-educational-institutions-in-flood-hit-areas-damaged/2995131>

NATO (CC BY-NC-ND 2.0 DEED) | Flickr:

<https://www.flickr.com/photos/nato/6288924540/in/photo-stream/>





Kenya

The Kenyan administration's current political party, the United Democratic Alliance (UDA), has begun efforts to implement reforms to the education system. Consequently, the Presidential Working Party Group has faced scrutiny from the Kenyan National Assembly for its failure to liaise with the education committee for approval of implementation. Members of Parliament have argued that under Article 95 of the Kenyan constitution, laws must be passed through parliament or the senate before implementation may begin. As of September 27th, 2023, the National Assembly has halted the Education Ministry's implementation of education reforms.



<https://www.capitalfm.co.ke/news/2023/09/blow-to-education-ministry-as-national-assembly-halts-implementation-of-education-reforms/>
Credits: <http://www.parliament.go.ke/node/20244>

Madagascar

Education for Madagascar, a non-profit organization oriented towards eliminating poverty through education, has worked tirelessly to emphasize the importance of extra-curricular activities in Madagascan schools. As of September 17th, 2023, the organization has announced the upcoming implementation of the Akanin'ny Kilonga (AKA) Montessori School. This school is intended to educate students in their fields of interest. Additionally, the school aims to include training in practical skills such as gardening, economic autonomy, multi-lingual communication, and energy conservation. This indicates progress in Madagascan education as research indicates that Montessori education offers greater success in math, reading and writing, and critical thinking.



[https://borgenproject.org/education-for-madagascar/#:~:text=The%20Akanin'ny%20Kilonga%20\(AKA,economic%20independence%20and%20energy%20saving.](https://borgenproject.org/education-for-madagascar/#:~:text=The%20Akanin'ny%20Kilonga%20(AKA,economic%20independence%20and%20energy%20saving.)

Credits: <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.globalpartnership.org%2Fwhere-we-work%2Fmadagascar&psig=AOvVaw2zaPZ2AddD5v9OpXUtE--j&ust=1699368218299000&source=images&cd=vfe&opi=89978449&ved=0CB1QjRxqFwoTCPjfvlvOr4IDFQAAAAAdAAAAABAE>



Mauritius

Mauritius has experienced considerable progress in its education system in 2023. Progress has been observed through government expenditure on education and training, the number of schools, school enrollment, gender parity, assessment results, and the number of tertiary education institutions. With regard to expenditure, the government has increased investment of funds from RS 18,434,000 in the 2021/22 financial year to RS 20,762,000 in the 2022/23 financial year. Additionally, the government reports 769 pre-primary schools. Furthermore, there is a reported number of 325 primary schools in the country, and 179 secondary schools. Proximity to gender parity has also been observed through reports of enrolled girls nearing 50% of total enrolled students in pre-primary, primary, and secondary schools. Finally, tertiary level enrollment has increased by 1,069 students from 2021 to 2022.

[https://statsmauritius.govmu.org/Pages/Statistics/ESI/Education/Edu_Yr23.aspx#:~:text=The%20Gross%20Enrolment%20Ratio%20\(number_of%2014%20pupils%20per%20teacher.&text=As%20at%20March%202023%2C%20there,of%20whom%2049.3%25%20were%20girls.](https://statsmauritius.govmu.org/Pages/Statistics/ESI/Education/Edu_Yr23.aspx#:~:text=The%20Gross%20Enrolment%20Ratio%20(number_of%2014%20pupils%20per%20teacher.&text=As%20at%20March%202023%2C%20there,of%20whom%2049.3%25%20were%20girls.)

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fmove2mauritius.com%2Finformation-about-the-schools-in-mauritius-and-the-education-system%2F&psig=AOvVaw3Xuc9ciuZRjkxZPziffyo0&ust=1699368302445000&source=images&cd=vfe&opi=89978449&ved=OCBIQjRxqFwoTCHjS6rPOr4IDFQAAAAAdAAAAABAP>



Somalia

As a result of the ongoing conflict in Somalia, a reported 4.84 million internally displaced and non-displaced children between the ages of 5 and 17 years do not have access to quality education. Research indicates that the leading causes of this are insufficient funds and lack of education services. Approximately 20% of newly displaced, school-aged children have access to primary education. Without access to quality education, internally displaced children face a perpetual cycle of poverty and vulnerability in the midst of the Somali conflict.

<https://reliefweb.int/report/somalia/education-response-snapshot-jan-july-2023>
<https://www.google.com/url?sa=i&url=https%3A%2F%2Fkobciyewelfare.org%2Feducation-system-in-somalia-issues-and-challenges%2F&psig=AOvVaw1aNB9iG3VQAAchsO6UMPAV&ust=1699368451381000&source=images&cd=vfe&opi=89978449&ved=OCBIQjRxqFwoTCPj864PPr4IDFQAAAAAdAAAAABAE>





Sudan

The ongoing war in Sudan has left over 2 million children displaced and approximately 14 million children in urgent need of protection and humanitarian aid. As a result of this, an alarming amount of children do not have access to quality education. In this regard, UNICEF has directed efforts towards providing safe learning spaces, psychosocial support services, and opportunities to access quality education. Additionally, UNICEF is working to expand the use of the Learning Passport and e-learning services in order to promote access to quality and inclusive education to children in Sudan.



<https://www.unicef.org/media/145301/file/Sudan%20Humanitarian%20Situation%20Report%20No.%2010,%20for%2016%20-%2031%20%20August%202023.pdf>

[https://www.google.com/url?](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.globalpartnership.org%2Fwhere-we-work%2Fsudan&psig=AOvVaw3_5jAeE7IbA3kQ2-jTYIpw&ust=1699368570227000&source=images&cd=vfe&qpi=89978449&ved=0CBiQjRxqFwoTCKj1_7PPr4IDFQAAAAAdAAAAAAAE)

[sa=i&url=https%3A%2F%2Fwww.globalpartnership.org%2Fwhere-we-work%2Fsudan&psig=AOvVaw3_5jAeE7IbA3kQ2-jTYIpw&ust=1699368570227000&source=images&cd=vfe&qpi=89978449&ved=0CBiQjRxqFwoTCKj1_7PPr4IDFQAAAAAdAAAAAAAE](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.globalpartnership.org%2Fwhere-we-work%2Fsudan&psig=AOvVaw3_5jAeE7IbA3kQ2-jTYIpw&ust=1699368570227000&source=images&cd=vfe&qpi=89978449&ved=0CBiQjRxqFwoTCKj1_7PPr4IDFQAAAAAdAAAAAAAE)



ASIA



Bangladesh

Climate change affects not only the quality of air but also the quality of education. Climate change has direct implications for the learning journey of students. 25,430 educational facilities are in disaster-prone areas in Bangladesh. When floods occur, all infrastructures are affected, students and teachers get exposed to diseases, and learning hours would be postponed.

<https://www.thedailystar.net/opinion/views/news/rising-tides-sinking-chalkboards-how-climate-change-threatens-bangladeshs-primary-education-342245>



Occupied Palestinian Territories

Tear gas has been thrown into a Palestinian school by Israeli forces that had targeted a dozen of students. The students were struggling to breathe properly amid the incident in the West Bank, they were left choking from the tear gas. This gas was fired due to the Israeli forces raiding the town of Qarawat Bani Hassan to demolish it.

<https://www.aa.com.tr/en/middle-east/israeli-forces-fire-tear-gas-on-palestinian-school-in-west-bank/2997039>





Israel

Israeli forces broke into a Palestinian girls' elementary school in East Jerusalem. The school was damaged and students and teachers were frightened by the raid. The Israeli forces have committed a violation of human rights and the right to education by their raid and damage of the educational facility of Izzariyeh Elementary School for Girls. This is not the first time Israeli Forces commit such crimes against students and teachers.

<https://www.middleeastmonitor.com/20230922-israel-soldiers-raid-palestinian-girls-school-in-east-jerusalem-causing-extensive-damage/>
image: Issam Rimawi – Anadolu Agency



Malaysia

Malaysia's education system has not always been consistent in the past two decades. The language policy introduced in 2016 the Dual Language Programme (DLP) aim to allow both English and Malay to be the dominant teaching language seems to experience some difficulties in the process. While the country focuses on improving the participation rate of students in STEM subjects (Science, technology, engineering and mathematics), the opportunities for learning seem to be limited only to students who have good English proficiency, reducing the participation of upper secondary students in STEM programs by 5% from 2017 to 2022.

<https://www.malaymail.com/news/malaysia/2023/10/19/child-abuse-and-stem-subjects-among-issues-to-be-discussed-in-parliament-today/97116>





Democratic People's Republic of Korea

In South Korea, although there is a robust digital culture, a profound digital divide persists, exacerbating the disparity in educational opportunities between the affluent and underprivileged. Many Korean families, particularly those from low-income backgrounds, lack access to essential tools like laptops, hindering their children's ability to participate in online learning. Furthermore, the quality of online education widely varies based on one's financial capacity, creating a stark contrast in the learning experiences of students. In an effort to address this issue, after the Pandemic the Ministry of Education hired part-time instructors to assist approximately 29,000 disadvantaged elementary school students, but the scale of this intervention falls short of the actual need.



Source: <https://www.seoulz.com/education-inequality-in-korea-is-a-problem-that-needs-to-be-solved/>
Credits: [Lenovo Korea](#)

Vietnam

The ongoing teacher shortages in Vietnam pose a significant educational challenge for the country. Over the past three years, more than 40,000 teachers have registered to leave their teaching positions, with a staggering 9,295 departures recorded in 2022 alone. This exodus of educators, primarily concentrated in major cities like Hanoi, Ho Chi Minh City, Da Nang, Dong Nai, and other areas, reflects a concerning trend where teachers are seeking higher-paying opportunities in private schools or different professions. This shortage of qualified teachers hampers the quality of education and puts additional strain on the already burdened education system. It is essential for Vietnam to address this issue promptly to ensure that the next generation receives the quality education they deserve, fostering the country's social and economic development.

Source: https://vietnamnet.vn/en/five-challenges-for-vietnamese-education-in-new-school-year-2186081.html#:~:text=Chronic%20shortage%20of%20teachers,_%20Statistics%20unveiled%20by&text=More%20than%2040%2C000%20teachers%20have,fields%20to%20earn%20higher%20in%20comes.
Credits: <https://www.vietnam.vn/en/loi-giai-nao-cho-bai-toan-thieu-giao-vien/>





India

Unequal access to education stands as one of the most pressing challenges in the Indian education system. Despite India's rapid economic growth and improving living standards, numerous rural and underprivileged communities continue to grapple with a glaring deficiency in quality education. This inequality is starkly evident in the persistently low literacy rates in these regions, where many students are denied the opportunity for a brighter future due to inadequate resources and underfunded schools. High dropout rates are rampant among students from these disadvantaged backgrounds, further perpetuating the cycle of poverty and limited opportunities. To address this significant educational challenge, India must focus on equitable access to quality education, channeling resources, and support to marginalized communities, and implementing policies aimed at reducing disparities to ensure a brighter and more inclusive educational future for all its citizens.



Source:

<https://timesofindia.indiatimes.com/readersblog/vedasnee/challenges-and-progress-in-the-indian-education-system-50151/>

<https://www.youthkiawaaz.com/2014/08/problems-systemic-saffronisation-education-india/>

China

China's rural small schools are grappling with a multitude of challenges driven by the profound socioeconomic changes in rural areas and a lack of social support. These issues encompass several critical aspects. First, these schools often concentrate students with disadvantaged backgrounds and special needs, intensifying the complexities of education. Second, teacher burnout and high turnover rates prevail due to challenging working conditions and an imbalanced teacher-student structure. Third, incomplete curriculum and ineffective teaching methods hinder quality education. Moreover, there's a notable absence of administrative and external support to bolster these institutions. Lastly, teaching in these schools often appears disconnected from rural culture, emphasizing urban life, further alienating students.



Source:

[https://unesdoc.unesco.org/ark:/48223/pf0000266071#:~:text=Major%20problems%20include%3A%20\(1\),teaching%20oriented%20toward%20urban%20life](https://unesdoc.unesco.org/ark:/48223/pf0000266071#:~:text=Major%20problems%20include%3A%20(1),teaching%20oriented%20toward%20urban%20life)

<https://leadaz.org/2017/03/13/issues-chinese-education-system/>



Myanmar

Myanmar's severe lack of budget allocation for education, which amounts to only 2.91 percent of its GDP, has far-reaching consequences on children's development and their access to quality education. This allocation is a mere fraction of what is spent on the military, underscoring the priorities in the country. Consequently, Myanmar lags behind other Southeast Asian nations like Vietnam in terms of educational outcomes, with its children performing significantly worse on standardized tests. To address this issue, Myanmar has initiated some reforms, including the gradual implementation of free education up to high school. While these reforms signify progress, the educational system still faces significant challenges, and more substantial investments are necessary to provide children with equitable access to quality education, ultimately fostering their development and the country's long-term growth.

Source:

<https://thedocs.worldbank.org/en/doc/716418bac40878ce262f57dfbd4eca05-0070012023/original/State-of-Education-in-Myanmar-July-2023.pdf>

<https://www.unicef.org/myanmar/reports/myanmar-2018-education-budget-brief>



Afghanistan

Two years have elapsed since Afghanistan's de facto Taliban regime banned education for girls from the sixth grade onwards. This violation of universal human rights has affected approximately 2.5 million Afghan girls. With 80% of school-aged girls out of school, the international community desperately urges Afghanistan to lift the ban on girls' right to education. A number of campaigns and resilience programs have been launched to amplify pressure on the Taliban regime.

<https://news.un.org/en/story/2023/09/1140937>

[https://www.google.com/url?](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.brookings.edu%2Farticles%2Fthe-relationship-between-schooling-and-conflict-in-afghanistan%2F&psig=AOvVaw2mXP4eKgmrVORt2Ux-ur4v&ust=1699368784602000&source=images&cd=vfe&opi=89978449&ved=0CBIQjRxqFwoTCNj3wZnQr4IDFQAAAAAdAAAAABAE)

[https://www.brookings.edu%2Farticles%2Fthe-relationship-between-schooling-and-conflict-in-afghanistan%2F&psig=AOvVaw2mXP4eKgmrVORt2Ux-](https://www.brookings.edu%2Farticles%2Fthe-relationship-between-schooling-and-conflict-in-afghanistan%2F&psig=AOvVaw2mXP4eKgmrVORt2Ux-ur4v&ust=1699368784602000&source=images&cd=vfe&opi=89978449&ved=0CBIQjRxqFwoTCNj3wZnQr4IDFQAAAAAdAAAAABAE)

[ur4v&ust=1699368784602000&source=images&cd=vfe&opi=89978449&ved=0CBI](https://www.brookings.edu%2Farticles%2Fthe-relationship-between-schooling-and-conflict-in-afghanistan%2F&psig=AOvVaw2mXP4eKgmrVORt2Ux-ur4v&ust=1699368784602000&source=images&cd=vfe&opi=89978449&ved=0CBIQjRxqFwoTCNj3wZnQr4IDFQAAAAAdAAAAABAE)

[QjRxqFwoTCNj3wZnQr4IDFQAAAAAdAAAAABAE](https://www.brookings.edu%2Farticles%2Fthe-relationship-between-schooling-and-conflict-in-afghanistan%2F&psig=AOvVaw2mXP4eKgmrVORt2Ux-ur4v&ust=1699368784602000&source=images&cd=vfe&opi=89978449&ved=0CBIQjRxqFwoTCNj3wZnQr4IDFQAAAAAdAAAAABAE)

[QjRxqFwoTCNj3wZnQr4IDFQAAAAAdAAAAABAE](https://www.brookings.edu%2Farticles%2Fthe-relationship-between-schooling-and-conflict-in-afghanistan%2F&psig=AOvVaw2mXP4eKgmrVORt2Ux-ur4v&ust=1699368784602000&source=images&cd=vfe&opi=89978449&ved=0CBIQjRxqFwoTCNj3wZnQr4IDFQAAAAAdAAAAABAE)





Iraq

The United Nations Development Program (UNDP) and the American University of Iraq-Baghdad (AUIB) recently signed a Memorandum of Understanding (MoU). This marked the consolidation efforts towards increasing accountability and transparency, promoting awareness on arbitration law, and promoting youth employment and innovation. This milestone marks progress in Iraq's commitment to investing in the nation's future through education. Furthermore, it is expected to ameliorate the business environment, promote sustainable development, and facilitate social stability.



<https://www.iraq-businessnews.com/2023/09/21/undp-signs-agreement-with-iraqi-university/>
<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.worldbank.org%2Fen%2Fnews%2Fpress-release%2F2021%2F10%2F11%2Firaq-an-urgent-call-for-education-reforms-to-ensure-learning-for-all-children-and-boost-human-capital&psig=AOvVaw35qXvIauFqu9wvZGIUrJBN&ust=1699368934293000&source=images&cd=vfe&opi=89978449&ved=0CBiQjRxqFwoTCOie9ODQr4IDFQAAAAAdAAAAABAE>

Kazakhstan

Students are being denied an education in Kazakhstan as a result of religious discrimination. Some young girls wearing headscarves for religious reasons cannot continue their secondary education because they are not allowed to enter public institutions. Even though religious freedom and access to free secondary education in public schools is a constitutional right of citizens, those who include religious elements in their uniforms face unfair treatment.

Source: <https://cabar.asia/en/girls-wearing-headscarves-not-allowed-to-attend-school-how-does-kazakhstan-suggest-solving-the-problem>

Photo by [Nada](#) on [Unsplash](#)





Thailand

While Thai school hours rank among the longest in the world, the quality of education is reported to be poor. This is because the state relies on an outdated curriculum that does not prioritize practical skills, creativity, problem-solving, and values. As a result, students in Thailand fail to develop well-rounded abilities that are applicable in today's variable world. Thailand is in dire need of reform in its education system, so as to ameliorate the quality of education.

<https://www.thailand-business-news.com/opinion/100063-addressing-the-poor-quality-of-thailands-education-system>
<https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.impact-teaching.com%2Fwp-content%2Fuploads%2F2022%2F03%2FEducation-in-Thailand.jpg&tbid=dJ6PIBvc7ygJvM&vet=12ahUKEwjzjb7l0a-CAxVdrycCHcg7BBMQMygAegQIARBu..i&imgrefurl=https%3A%2F%2Fwww.impact-teaching.com%2Fblog%2Fthe-education-system-in-thailand%2F&docid=xqxvDKl5qeujcM&w=2071&h=953&q=thailand%20education&ved=2ahUKEwjzjb7l0a-CAxVdrycCHcg7BBMQMygAegQIARBu>



Timor-Leste

Timor-Leste has undergone a number of socio-economic obstacles that have affected its progress towards achieving Sustainable Development Goals (SDGs). With regard to SDG 4, quality education, enrollment in secondary schools has been reported to increase. However, preschool enrollment is considerably low. Furthermore, the quality of education and access to digital resources continue to be a challenge to education in Timor-Leste.

<https://hlpf.un.org/countries/timor-leste/voluntary-national-reviews-2023>
https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.unicef.org%2Ftimorleste%2Fquality-education&psig=AOvVaw1Z2PIkLf4G86Khrww688X3&ust=1699369233765000&source=images&cd=vfe&opi=89978449&ved=0CBiQjRxqEwoTCIjEvO_Rr4IDFQAAAAAdAAAAABAE





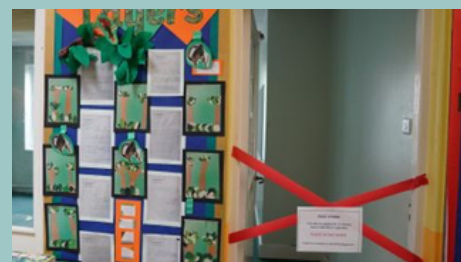
EUROPE



United Kingdom

A great number of schools have been found to have been built with dangerous reinforced aerated concrete (RAAC). It is a lightweight, cheap concrete used widely between the 1950s and 1980s in public buildings including schools, universities, hospitals and housing, on flat roofs, walls and floors and has a limited lifespan of 30 years. This means that it can collapse without warning and it poses a “critical risk to life”. On the eve of schools reopening in September, the government was forced to close more than 100 schools found to have RAAC after an incident during the holidays involving structural collapse.

Source: <https://www.wsws.org/en/articles/2023/10/25/czxj-o25.html>



Germany

A major protest has gathered around 20,000 of people nationwide. Thousands of students and hundreds of educational organisations have joined the protest to demand a better education. The message was to be received by the federal and state governments, the Conference of Ministers of Education and Cultural Affairs. More than a billion euros are to be cut from education budgets for the second time which will be crippling to the education sector.

<https://www.wsws.org/en/articles/2023/09/25/rbuo-s25.html>





Ireland

Traveler children are being segregated and excluded in schools. The students are put in a classroom intended for “traveler community” only. The effects of such treatment may hinder any learning or building relations experiences for students. The students in that classroom also face age disproportionality as well as learning material disproportionality. This singling out can cause a lot of tension inside Irish schools and an exclusion to the traveler community.

<https://www.irishtimes.com/news/munster/arid-41235106.html>

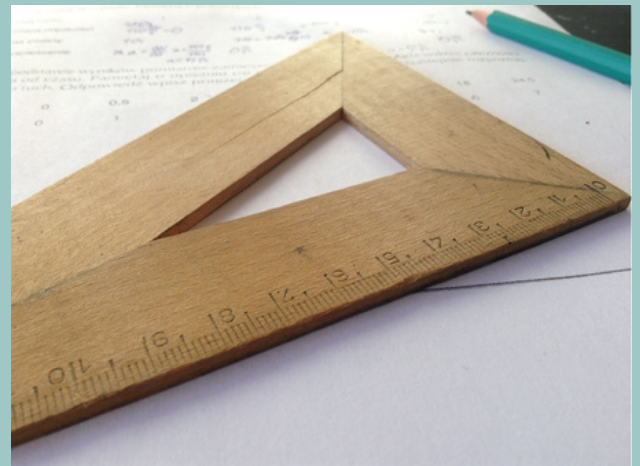
Stock picture: PA



Spain

Spain has one of the highest proportions of young individuals who are neither employed nor in education within the European Union. The country has grappled with an enduring issue for years as it continues to be one of the European nations with the largest percentage of young individuals at 17%, aged 18 to 24, who are not engaged in either education or employment. It surpasses the Organization for Economic Co-operation and Development (OECD) average of 15%. Within the European Union, the Czech Republic, Italy, and Romania have even higher proportions at 31%, 24%, and 22%, respectively, while Greece shares a similar percentage with Spain.

<https://www.euronews.com/2023/09/25/spain-has-among-the-eus-highest-number-of-young-people-out-of-work-and-education-but-why>
Picture via Unspalsh by Dawid Maleki





Greece

According to the local media and recent reports, Greece's demographic challenges are also evident in its educational system. As per to the most recent data, there was a 16.5% decrease in the number of primary school students during the five-year period from 2014 to 2019, as highlighted by public broadcaster ERT. The count of children attending primary school in the 2019-2020 academic year dropped to 95,700, down from 100,000 in 2018-2019 and 114,600 in 2014-2015. Additionally, the Ministry of Education has temporarily closed down numerous kindergartens and primary schools for the 2023-2024 school year due to a shortage of students, particularly in the regions of northwestern Epirus, northern Macedonia, and northeastern Thrace.

<https://www.aa.com.tr/en/europe/greece-s-demographic-crisis-reflected-in-education-system-report/3000018>

Picture via Unsplash by Alexis Brown



France

France considers removing the students who are reportedly 'radicalised' from schools after the 16th October incident that happened three years ago where a student fatally stabbed a teacher to death. In the past three years, directors of middle and high schools have reported approximately 500 instances of disruptions and protests. Education Minister Gabriel Attal revealed that 183 students would not be allowed to return to school on November 6th after the two-week Toussaint holiday break. Their return would be contingent on the decisions made by disciplinary committees, which will assess whether these students can be readmitted. The reason for this exclusion is the involvement of these students in actions such as threats against teachers or expressing support for or glorification of terrorism, as highlighted by the minister.

<https://www.rfi.fr/en/france/20231029-france-looks-to-remove-radicalised-students-from-schools>

Picture via Unsplash by Element5





Austria

According to a recent study from Stepstone, the shortage of skilled workers is having a noticeable impact on Austrian companies. Two-thirds of those surveyed express worries about the extra workload resulting from vacant positions. Interestingly, there has been a 2 percent uptick in job postings during the first half of the year, with notable increases in sectors like engineering, healthcare, and construction.

<https://www.vindobona.org/article/skills-shortage-in-austria-companies-feel-pressure-but-also-opportunities>

Picture: Brandi & Talos



Belgium

Belgian PM De Croo expressed concern about arson attacks on schools in Wallonia linked to protests against the Evras sex education program. The program, which educates students aged 11 to 12 and 15 to 16, has faced opposition. De Croo condemned the violence, sought government expertise on extremism, and stressed the program's importance. The investigation hasn't found links between the arsons, and the attacks were likened to a form of terrorism by Charleroi Mayor Paul Magnette.

<https://www.latimes.com/world-nation/story/2023-09-15/sex-education-program-causes-controversy-belgium-schools-burning>

Picture: Samuel Petrequin





Romania

The Romanian government carried out a campaign to prevent the carrying or unauthorized use of dangerous objects in the premises of educational institutions; this was implemented by the Ministry of Education and the Ministry of Internal Affairs.

<https://www.nineoclock.ro/2023/10/05/the-campaign-to-prevent-the-carrying-or-unauthorized-use-of-dangerous-objects-in-the-premises-of-educational-institutions-carried-out-by-the-ministry-of-education-and-the-ministry-of-internal-affairs/>



Hungary

The new school year at the Ferenc Rákóczi II Secondary School in Munkács (Mukachevo) has been marked by tension and uncertainty as the Ukrainian government implements a policy of Ukrainization in the education sector. The school's new Ukrainian leadership is pushing to increase the use of the Ukrainian language and promote Ukrainian culture, while the Hungarian teachers are resisting these changes. This conflict has led to a chaotic and unpredictable situation at the school, with teachers constantly fighting with the new leadership and parents and students feeling the effects of the instability. While the Hungarian teachers have been able to use some legal means to slow down the Ukrainization process, they fear that the school will eventually be fully Ukrainized.

<https://hungarytoday.hu/everyday-life-in-a-hungarian-school-in-munkacs-has-become-a-nightmare/>





Portugal

On the 25th of September, Fenprof estimated that more than 92 thousand students in Portugal did not have all their teachers. That is a reflection of the extreme lack of professors, a class that has been aging due to the increase of the age of the reform. Also, another consequence of this decrease in the availability of teachers, is the exponential rise of situations of professors overworking and classes that exceed the limit of students per class.



<https://www.dn.pt/sociedade/professores-em-portugal-sao-dos-mais-velhos-e-mais-mal-pagos-14127379.html>

<https://www.fenprof.pt/fenprof-noticias>

Image: Pedro Granadeiro / Global Imagens

Italy

The school population will have a set back by 1 million people in Italy. The decreasing number of birth rates and increasing numbers of people above 65 is one of the causes of this plundge. Nevertheless, there's a continuous brain drain in the country that is also leading to the decrease of students.

<https://www.reuters.com/world/europe/more-than-third-italys-population-will-be-over-65-2050-stats-office-2023-09-28/>

<https://flic.kr/p/83b4Lb>



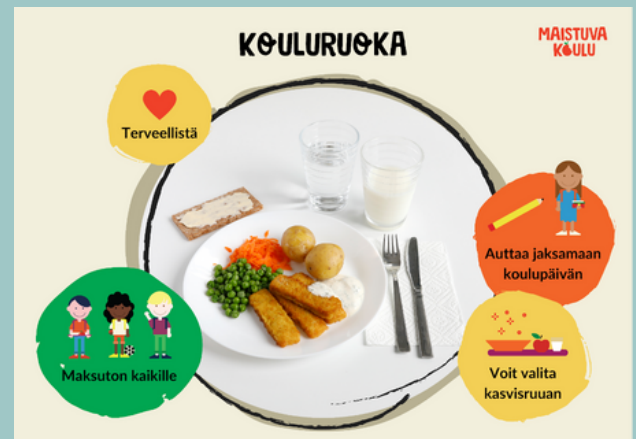


Finland

In the municipality of Lestijärvi, in central Ostrobothnia, children will not get free snacks at schools from next year. According to the decision of the municipality's board of education, the snack will cost 1 euro. Finnish schools are not obliged to offer free snacks, but the students must have the opportunity for a free nutritious snack if school lessons continue for more than three hours after school lunch.

Source:

<https://www.iltalehti.fi/kotimaa/a/87090302-427a-4b3a-ae46-d639b63c95d5>



Bulgaria

Bulgaria has recorded the student teacher ratio below the EU average. In 2021, Bulgaria had a pupil-teacher ratio of 11.1, down from 11.4 in 2020, and below the EU average, according to a report published by the European Union statistics agency on October 5. In the EU in 2021, the average number of pupils per teacher at primary, secondary and upper secondary levels was 12.1. This was a decrease of 0.2 percentage points compared with 2020 (12.3). The number of pupils per teacher in the EU has been decreasing since 2013 when this data collection became mandatory. In that year, the ratio was 13.3, indicating a 1.2 percentage point decrease compared with 2021, the statistics agency said.

<https://sofiaglobe.com/2023/10/05/eurostat-bulgaria-has-pupil-teacher-ratio-below-eu-average/>
Picture via Unsplash by Note Thanun





Lithuania

According to Education, Science and Sport Minister Gintautas Jakstas, teachers have been offered with a proposal for a 10 percent salary increase starting in January, and their total income would subsequently grow by 21 percent in the following year. After the revised general education curriculum is implemented, the teachers will see a boost in their earnings, contributing to an overall pay budget increase of up to 25 percent. This means that an anticipated 21 percent pay raise for all teachers next year, with those implementing the updated curriculum possibly receiving an additional 6 percent increase.

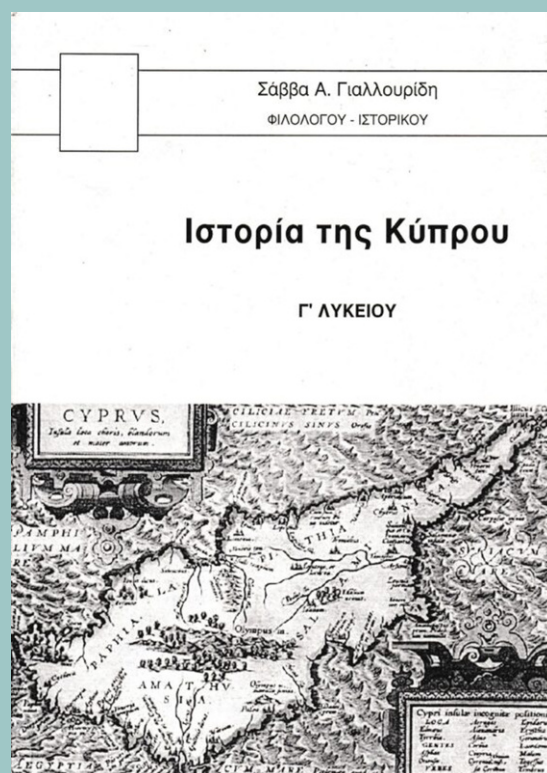
<https://www.baltictimes.com/teachers-in-lithuania-offered-10-pct-pay-rise-from-january/>
Picture via Unsplash by Sarah B



Cyprus

A committee composed of educators and academics is going to evaluate and propose a curriculum on the modern history of Cyprus, according to the Minister of Education's plans. The initiative aims to fill a significant gap in the educational system, which has long avoided delving into this essential chapter. The modern history of Cyprus, including the inter-communal conflict between Greek and Turkish Cypriots and the subsequent 1974 coup d'état by Greek nationalist paramilitary forces, is viewed as a controversial issue and is barely touched upon in Cypriot history books.

Source: <https://in-cyprus.philenews.com/local/education-minister-announces-plans-to-address-modern-cyprus-history-in-schools/>





Croatia

The rights of Serbs and Romas to education are undermined in Croatia. The UN Committee on the Elimination of Racial Discrimination called on Croatia to implement “special measures necessary to eliminate the existing structural discrimination that affect the Roma and Serb minority groups and remove all obstacles that prevent the enjoyment of their economic, social and cultural rights”. For example, while other minorities have their own primary schools, Serbs do not. Furthermore, segregation for Romas continues: Roma children go to separate classes and are often placed in schools for students with learning difficulties.

<https://balkaninsight.com/2023/09/18/un-decries-structural-discrimination-facing-serbs-and-roma-in-croatia/>
UN International Criminal Tribunal for the Former Yugoslavia (CC BY 2.0 DEED) | Flickr:
<https://www.flickr.com/photos/icty/14595305162/>



Latvia

A University in Latvia – the Riga Stradiņš University – has collected data on bullying under students: 40.2 percent of students experienced bullying at least once in a period of two months. Additionally, 36.4 percent experienced comments or name-calling on their physical appearance or sexuality. The State Chancellery noted that this is an urgent problem as it affects public health. A successful solution requires not only the involvement of teachers but of the entire society.

<https://eng.lsm.lv/article/society/education/23.10.20-23-large-proportion-of-latvian-school-pupils-regularly-experience-bullying.a528803/>
Rīgas 6. Vidusskola (CC BY-NC 2.0 DEED) | Flickr:
<https://www.flickr.com/photos/r6vsk/16101534536/>





Slovakia

A small primary school in eastern Slovakia is at the center of a national debate: the school is accused of perpetuating the apartheid which Roma children face in education by mostly having Romany students, condemning them to poor educational outcomes and poverty. However, the school argues the separation is a reflection of a society in which segregation is all encompassing and Roma parents want to send their children to their school. The Slovakian State admits she has been in denial about the segregation and its effects, and the European Commission referred Slovakia to the European court of justice for widespread breaches of equality directives.

<https://www.theguardian.com/world/2023/sep/28/roma-only-the-school-caught-up-in-a-slovakian-national-scandal>

[Ing. Mgr. Jozef Kotulič \(CC BY 3.0 DEED\) | Wikimedia Commons: https://commons.wikimedia.org/wiki/File:Slovakia_Zehna_9.JPG](https://commons.wikimedia.org/wiki/File:Slovakia_Zehna_9.JPG)



Ukraine

Only a third of Ukrainian children attend school in person at the moment. Because of this, Olena Zelenska, the First Lady of Ukraine, called on the world to continue to pay attention to the dire conditions of students. A great change would be to build bomb shelters at school properties: it would increase safety and children would be able to go to school again.

<https://www.georgetown.edu/news/ukraines-first-lady-calls-for-continued-global-attention-on-ukraine-during-georgetown-visit/>
ZUMAPRESS (CC0 1.0 DEED) | <https://www.google.nl/url?sa=i&url=https%3A%2F%2Fmoustique.lalibre.be%2Factu%2Fmonde%2F2022%2F12%2F13%2Ffil-ma-dit-ca-a-commence-les-confidences-dolena-zelenska-femme-du-president-ukrainien-a-bfmtv-252731&psig=AOvVaw3wW-Ohav6JerKClEF3Au78&ust=1699355599313000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCJDC5J6fr4IDFQAAAAAdAAAAABAE>





NORTH, CENTRAL AND SOUTH AMERICA

Trinidad and Tobago

Latin America has one of the significant refugee crises present due to the situation in Venezuela, with a number of “7.71 million people.” Trinidad and Tobago is one of the 17 countries that host refugees from Venezuela. 99% of these refugee children are out of school since most refugees and migrants tend to have issues with exercising their right to education in hosting countries.

<https://disasterphilanthropy.org/disasters/venezuelan-refugee-crisis/>
<https://www.r4v.info/en/document/rmna-2023-needs-analysis>
<https://www.csmonitor.com/World/Americas/2018/0723/Venezuelan-migrants-bring-Trinidad-s-flawed-refugee-policy-to-light>



Brazil

On the 19th of September, the Brazilian Minister of Education Camilo Santana announced that there will not be any changes to the national High School Exam (ENEM) this year nor in 2024. There was an expectation that the exam would undergo some adaptations to go in line with the changes in the High School curriculum. This decision was not well-received by students, as basic subjects covered in ENEM are not being covered in the current curriculum, especially considering all the losses in education due to the Covid-19 pandemic.

Additionally, in September, a research on educational investments among members of the OCDE was done and showed that Brazil is one of the countries that least invest in education. This scenario is extremely prejudicial to the current educational challenges faced in Brazil.

<https://g1.globo.com/educacao/noticia/2023/09/19/ministro-da-educacao-mudanca-enem-novo-ensino-medio.ghtml>
<https://reuters.com.br/entre-os-paises-da-ocde-brasil-e-um-dos-que-menos-Invaste-em-educacao/>
[image: Aluzig Freire / G1: https://g1.globo.com/Noticias/Vestibular/0_MUL94099-5604_OD-PARA-ALUNOS+ENEM+FOI+MAIS+FACIL.html](https://g1.globo.com/Noticias/Vestibular/0_MUL94099-5604_OD-PARA-ALUNOS+ENEM+FOI+MAIS+FACIL.html)





Chile

On September 28th, the Chilean president Gabriel Boric announced the increase in public spending in 2024, and education is positioned within the priority investment areas next year. In his speech, Boric mentioned its focus on strengthening public education, increasing in 4,2% the investments in education. A big parcel of this percentage is directed to the Plan de Reactivación Educativa, to address the impact of the Covid-19 pandemic on learning, class attendance, coexistence and students' mental health.

In addition, according to the government's estimates, in 2024 the Chilean government is increasing the amount of the Higher Education Food Scholarship (BAES) and will finance the studies for 39 thousand new students from lower-income backgrounds.

<https://www.latercera.com/pulso/noticia/presupuesto-2024-gasto-publico-crece-35-con-enfasis-en-seguridad-salud-educacion-y-vivienda/5YRVFBUNPREPXH6G56D5M6YAJA/>

<https://www.gob.cl/noticias/presupuesto-2024-asi-se-distribuiran-los-fondos-para-mejorar-la-vida-de-los-chilenos/>
<https://www.ciperchile.cl/2021/10/06/medicion-de-calidad-educacional-para-que-para-quien/>



Ecuador

On September 24th, the Ecuadorian Government announced the adoption of virtual education on violent areas, such as the coastal province of Guayas. The Ministry of Education posted in its social media account X a release informing the decision of applying the Plan of Education Continuity through online classes in specific institutions.

<https://www.dw.com/es/ecuador-va-a-clases-virtuales-en-zonas-de-alta-criminalidad/a-66912464>

Image: <https://www.larepublica.ec/blog/2021/05/07/mas-de-dos-millones-de-alumnos-inician-clases-virtuales-en-la-costa-de-ecuador/>





Cuba

Despite the Cuban government's propaganda of guaranteeing free education, students starting the 2023-2024 academic year are facing exacerbated prices for school materials. Thus, in Cuba, the school year starts with lacking textbooks, a deficit of teachers and families not being able to pay exorbitant prices for materials that until last year were provided by the Ministry of Education with no costs.

This situation is a reflection of the lack of resources destined to the education sector, which does not increase to compensate for the economic reality of families and inequality gaps in the country.

https://diariodecuba.com/cuba/1695121390_49840.html

Image:

https://diariodecuba.com/cuba/1604744882_26188.html



Costa Rica

Struggles in the Costa Rican education system focus mainly on three aspects: high dropout rates, inequality in access to preschool and higher education and the drawbacks of the COVID-19 pandemic. Students often have trouble completing their education due to economic constraints and a lack of support system from society as well as their families. Secondly, there is a huge gap between the quality of education and the affordability of schools that families have access to. Majorities of marginalized communities and lower-class families have limited options and resources for the schools their children go to. It further continues the vicious cycle and has little hope of breaking the chain. Lastly, the impact of COVID-19 worsens the condition where technology access and education gaps were widened due to school closures and shift to remote learning, while the economy is still experiencing the drawbacks of the pandemic.

<https://ticotimes.net/2023/09/02/costa-rica-students-face-steep-education-setbacks-due-to-covid>





Mexico

According to the report Education at a glance 2023, Mexico is the OECD country that least invests in education each day. The reflections of the lack of investments in education can be perceived in the decreasing tendency of class attendances and the increase in drop outs.

Additionally, the president of the National Union of Parents claimed that Mexico is facing an educational emergency. There are still schools without light or internet, but this year, the parents are concerned about the situation of school materials, which present serious pedagogical issues in disciplines as math and literature.

Image: <https://www.unicef.org/mexico/educaci%C3%B3n-y-aprendizaje>
<https://www.abc.es/internacional/emergencia-educativa-padres-rebelan-mexico-ante-libros-20231001194107-nt.html>
<https://www.generacionuniversitaria.com.mx/campus/cuanto-invierte-mexico-en-educacion-estos-dice-la-ocde/>



Argentina

In Argentina, it is mandatory by law to offer comprehensive sex education since 2006 however, those who offer it do not receive compensation for doing so. This, along with irregular government oversight, leads to significant disparities in the way it is implemented in schools. In Argentina, where 11.5% of births are to adolescent mothers, as reported by the Ministry of Social Development, comprehensive sex education (ESI) has been legally mandated in all educational institutions since 2006. However, there is no dedicated compensation for those who deliver this education, and there is a lack of effective mechanisms to ensure compliance, resulting in unequal access to this essential curriculum across the country. To prevent violence and uphold human rights, teachers, students, and feminist organizations voluntarily invest their time and resources to enhance and maintain access to this vital educational program.

<https://globalpressjournal.com/americas/argentina/argentina-right-sex-education-depends-volunteer-teachers/>

Picture via Unsplash by [John Schnobich](#)





Nicaragua

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<https://www.abc.es/internacional/emergencia-educativa-padres-rebelan-mexico-ante-libros-20231001194107-nt.html>
<https://www.generacionuniversitaria.com.mx/campus/cuanto-invierte-mexico-en-educacion-estos-dice-la-ocde/>



Puerto Rico

Hurricane Maria had a profound and lasting impact on the educational landscape of Puerto Rico. The catastrophic storm, which struck in 2017, caused extensive damage to schools and infrastructure, leading to prolonged disruptions in the education system. This disruption, in turn, exacerbated pre-existing challenges in the Puerto Rican education system, contributing to a decline in academic outcomes. The statistics from 2022, where only 36% of fourth-graders and 26% of eighth-graders were considered "proficient" in math, highlight the gravity of the situation. The post-Maria environment brought about funding issues, teacher shortages, and an overall destabilization of the education system, making it difficult for students to access quality education. Rebuilding and improving the education system in Puerto Rico remains a crucial task to address the long-lasting effects of Hurricane Maria and to ensure a brighter future for the island's students.

Source: <https://www.npr.org/2023/08/16/1193722562/puerto-rico-schools-education#:~:text=Academic%20outcomes%20in%20Puerto%20Rico,calle%20the%20Nation%27s%20Report%20Card>
<https://www.pbs.org/newshour/education/puerto-rico-faces-huge-challenges-in-rebuilding-and-reinventing-k-12-education>





El Salvador

Current gang violence and crime in El Salvador create significant educational challenges with far-reaching consequences. First and foremost, the prevalence of violence leads to an unsafe learning environment. Students and teachers live in fear, hindering their ability to focus on education. Gangs often extort students and schools, making it difficult for families to afford uniforms, books, and transportation, thereby reducing school attendance. Moreover, the pervasive violence results in an increased dropout rate, especially among teenagers, as they may be coerced into joining gangs or see no viable alternative to escaping the cycle of violence. Quality teachers and educational resources are also in short supply due to the destabilizing effects of crime. These challenges perpetuate a cycle of low educational attainment, unemployment, and poverty, with gang membership appearing as an attractive option for some young people. Addressing the educational challenges created by gang violence is essential to breaking the cycle and fostering a more secure and prosperous future for El Salvador's youth.

Source: <https://www.savethechildren.org/us/charity-stories/gang-violence-el-salvador#:~:text=Children%27s%20lives%20were%20threatened%20on,from%201%2C400%20to%20600%20students,https://globalriskinsights.com/2015/06/the-economic-impact-of-gang-violence-in-el-salvador/>



Venezuela

As of 2023, one prominent challenge facing Venezuelan migrant and refugee children in South America is the language barrier. Many of these children arrive in host countries with limited or no proficiency in the language of instruction, which hampers their ability to integrate into local schools. This language divide not only affects their academic performance but also their overall social and emotional well-being.

The struggle to communicate effectively in the classroom can lead to feelings of isolation and frustration, inhibiting their learning experience. In some cases, host countries may lack adequate resources or specialized programs to address the language gap, further intensifying the challenge.

Additionally, limited access to language support can perpetuate educational disparities among these children, potentially leading to long-term academic and social development consequences. It's crucial to acknowledge and address this specific challenge to ensure that Venezuelan migrant and refugee children have a fair opportunity to receive a quality education and adapt to their new surroundings successfully.

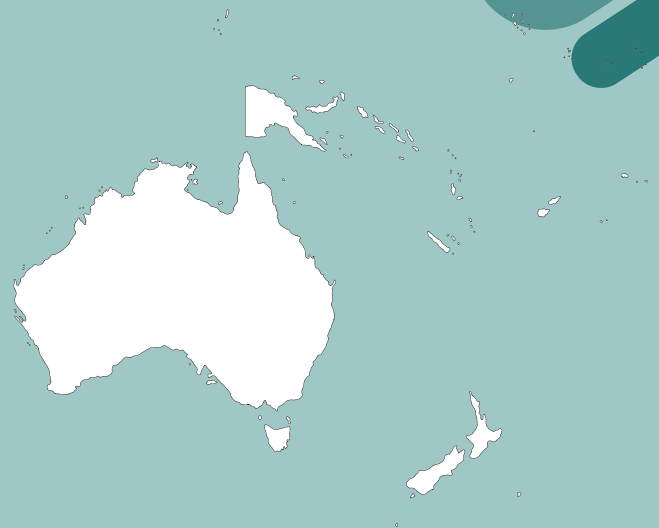
Source: <https://plan-international.org/latin-america/news/2023/06/20/education-remains-a-challenge-for-venezuelan-migrant-and-refugee-children-in-south-am>

Credits: <https://www.globalcitizen.org/en/content/venezuela-crisis-childrens-education/>





OCEANIA



New Zealand

Three hundred and thirty-three sexual violence incidents on and off campus have been reported to universities over the past five years. According to The HELP Foundation, the figures demonstrate New Zealand's tertiary institutions need a process to report sexual violence in a way that protects survivors. In a statement, the Ministry of Education said tertiary institutions had a high degree of autonomy from the government, however, the code of practice guidelines set out expectations.

Source:

<https://www.rnz.co.nz/national/programmes/checkpoint/audio/2018912936/we-have-a-right-to-be-safe-calls-for-compulsory-consent-education-at-uni>



Australia

Artificial intelligence including ChatGPT will be allowed in all Australian schools from 2024, according to the national framework guiding the use of the new technology. However, every state and territory excluding South Australia moved to temporarily restrict ChatGPT in public schools because of issues about privacy and plagiarism. Meanwhile, a global report released by Unesco this year warned countries to set their own terms for how technology was designed and used in education amid rapid developments in artificial intelligence. As Manos Antoninis, the director of the report, said the sector needs to “teach children to live both with and without technology”.

Source: <https://www.theguardian.com/australia-news/2023/oct/06/chatgpt-ai-allowed-australian-schools-2024>





Fiji

90,000 incidents of bullying in primary schools and 15,000 cases of mental health-related issues in secondary schools have been recorded for 3 years. Under these circumstances, the Substance Abuse Advisory Council (SAAC), could provide psychosocial support to students. The mentors' main role will be to help and guide high-risk students who face issues of discipline and are at risk of dropping out of school.

Source: <https://www.fijitimes.com/90000-bullying-cases-in-schools/>



Papua New Guinea

Teachers in the National Capital District of Papua New Guinea are struggling with disciplining students and maintaining good behaviour during class hours. Even though school standards are constantly being improved to cater students' needs, there is a great classroom insufficiency and teacher shortage in many institutions. New facilities with better infrastructure would allow more teachers to be employed to overcome the current problems of large classrooms involving 1:45-90 teacher-student ratio.

Source: <https://edu.pngfacts.com/education-news/student-discipline-worries-port-moresby-school-head-teacher>

Photo:

<https://www.flickr.com/photos/asiandevlopmentbank/8425399487/>





Tonga

Tonga increasingly faces many environmental challenges that have a significant impact on various aspects of citizens' lives. Extreme weather events as a result of climate change can destroy school infrastructures and create safety concerns for students trying to get to school. Other underlying effects of adverse climate conditions include the great psychological and economic burden on families. In order to tackle these concerns, Tonga is trying to adapt its educational curriculum and encourage young adults to receive more training the area of climate science.

Source:

<https://www.thediplomaticaffairs.com/2023/09/29/the-economy-and-environmental-challenges-of-the-kingdom-of-tonga/>

Photo:

<https://www.flickr.com/photos/asiandevlopmentbank/8425403269/>



Guam

Parents in Guam assembled to file a joint lawsuit against the Guam Education Board over poor conditions at public schools. Some of them claim that education plans do not adequately meet local demands, especially with regards to students with special needs. Others applied for the reason that their children developed rashes due to mould at schools. Maintaining basic learning resources and health standards are concerns that need to be better addressed to have quality educational environments around Guam.

Source: https://www.guampdn.com/news/10-parents-want-to-join-suit-against-education-board-superintendent/article_881d18be-5dae-11ee-a78c-177bbe1eea56.html

Photo: <https://www.flickr.com/photos/lel4nd/4903730479/>





Solomon Islands

According to the latest UN Water statistics, 64% of schools in the Solomon Islands have no or limited access to drinking water, 63% have no sanitation facilities and 75% lack any access to hygiene services.

Through the Australian Government's Water for Women program, Plan International and Live & Learn Environmental Education are working in Solomon Islands' Guadalcanal Province to support improved wash facilities in rural communities and health clinics and strengthen wash outcomes in schools. The project was from 2018 to 2022 and has recently been extended for a further two years. Under these circumstances, more and more students go to school, because at home, some places don't have a proper toilet or proper water supply, so they enjoy coming to school now every day.

Source: <https://www.plan.org.au/news/stories/improving-access-to-water-in-solomon-islands-schools/>



Vanuatu

Training opportunities are lacking in Vanuatu, especially in specific fields like journalism. News dissemination about climate change and other environmental-related issues has a considerable importance in the country as extreme weather events must be timely and effectively communicated to the general public. Young students who want to excel in journalism professionally are sometimes rejected by their targeted institutions due to biased enrolments.

Source: <https://www.pacificmet.net/news/media-training-strengthen-climate-change-reporting-vanuatu>

Photo:

<https://www.flickr.com/photos/mikecogh/23060239814/>

