



NEWSLETTER

EDUCATION MONITOR AROUND THE GLOBE



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Our Vision

We envision a world where every person, regardless of background or location, has safe access to quality education.

Our Mission

We aim to remove barriers to education through research, advocacy and community-based solutions.

Through research we aim to identify barriers to education and offer possible solutions. Our advocacy gives a voice to those who cannot speak out and aims to hold those responsible to account. With community-based solutions we promote change in a sustainable and proactive manner.

Our Values

Inclusivity

We embrace diversity and strive to create an environment where everyone's unique differences are accepted and welcomed.

Empowerment

We empower individuals through education and career opportunities to achieve their potential.

Advocacy

We bring attention to violations related to education, advocating for those in need, to support the fight for change.

Collaboration

We believe in the power of partnerships and work collaboratively with individuals, communities, organizations, and governments to drive change.

Integrity

We aim to uphold the highest standards of honesty, transparency, and ethical behaviour in all our actions.

Impact

We believe that our work should be creating a direct impact in improving peoples' access to education and in prompting action against human rights violations.

Contact Us





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Issues We Cover

- **Discrimination (economic, ethnic, religious, race, cultural, language, urban/rural)**
 - **Segregation.**
 - **Poverty.**
 - **Lack of funding for education.**
 - **The expense of education.**
 - **Disability inequality.**
 - **Gender inequality.**
 - **Hunger and poor nutrition**
 - **Censorship on education**
 - **Low-quality education.**
 - **Child labor.**
 - **Child marriage.**
 - **Conflict and terrorism (war, shooting)**
 - **Violence in school (bullying, physical/psychological/sexual abuse)**
 - **Refugee/immigrant (Access to education)**
 - **Insufficient digitalization.**
 - **Hidden costs of education.**
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AFRICA

Nigeria

In Nigeria, a university is facing backlash after a video went viral showing female students being inspected to see if they were wearing bras before partaking in an exam. According to student union leader Muizz Olanrewaju Olatunji, the inspection, also dubbed the 'no-bra, no-exam policy', is part of the university's dress code policy aimed at maintaining a 'respectful and distraction-free environment'. While some support the university's policy, others criticise the actions and deem the 'no-bra, no-exam policy' a misplaced priority. Inibehe Effiong, a human rights lawyer, sees the examination of the female students as 'degrading' and 'undignifying', and is concerned about the arbitrary character of the 'inspection'. Furthermore, Effiong claims that the inspections 'might amount to some form of sexual harassment'. While the university has not publicly commented yet on the video, the student union leader Olatunji posted on X that the university is in talks to seek alternative methods to address indecent dressing in a respectful and dignified manner.

Sources:

<https://www.bbc.com/news/articles/c2d0p3z9grko>

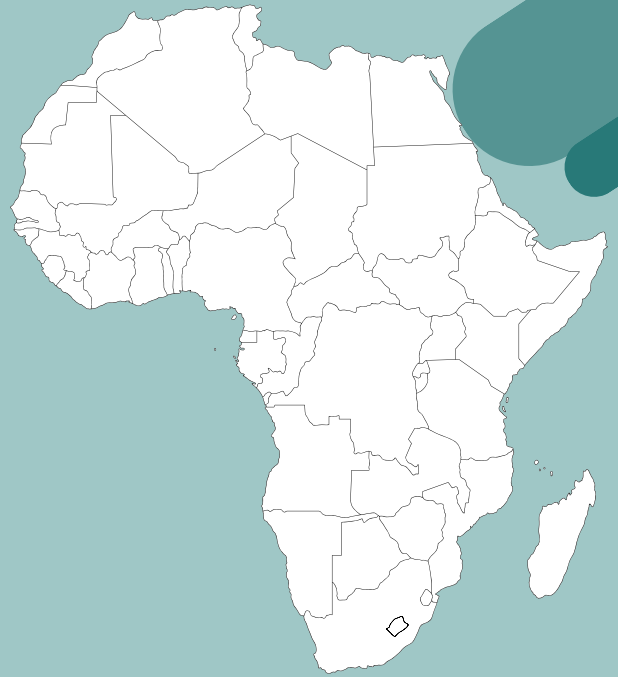
<https://edition.cnn.com/2025/06/19/africa/nigerian-university-no-bra-no-entry-policy-scli-intl>

https://www.vanguardngr.com/2025/06/no-bra-no-exam-ogun-universitys-dress-code-sparks-mixed-reactions-online/#google_vignette

Sudan

The Sudanese Prime Minister has ordered the reopening of universities in Khartoum. This signals a first step towards the recovery of education in the country, amidst the ongoing war. Many university buildings have been destroyed or damaged throughout the war; consequently, the Ministry of Higher Education has been tasked with assessing and repairing the damages to university infrastructure. The president further directed the National Center for Curricula and Educational Research to include lessons on peacebuilding, national unity, and hate speech rejection in order to move towards national recovery.

Source: <https://www.africanews.com/2025/06/17/sudan-government-orders-the-reopening-of-universities-in-khartoum/>



South Africa

In South Africa, Black students continue to be subjected to discrimination and racism by their peers and teaching staff. A recent incident took place at Bryandale Primary School in Bryanston where an Indian student allegedly made a racist remark to two Black students. Concerning is also the racism by teaching staff and the inability to adequately address racism in the schools. In 2024, Jeppe High School received backlash for removing Black students from class for wearing coloured braids, while white students with dyed hair were not subjected to any disciplinary actions. De La Salle Holy Cross College, a private Catholic school notorious for various allegations of racism, has multiple allegations of racism committed by its students and teaching staff. Currently, more than 50 current and former pupils have accused the school of racism. A Grade 12 pupil of the school has shared how she was taunted by a peer in the presence of a teacher when she was in Grade 8. The student was told to apologise to the boy, and while the boy was also told to apologise, further action was not taken to address the racist remarks. Another incident is where a student was called a slave as other students repeatedly used the N-word and K-word in public. Teaching staff witnessed the incident, but they did not take any action to address the racist behaviour of the students. Recently, a student lodged a complaint against the school with the South African Human Rights Commission, and there is currently a DEI consultant guiding the school. However, the consultant emphasised that students themselves should address any racist incidents, thus highlighting once again the lack of support for victims of institutional racism.

Sources:

<https://www.sowetanlive.co.za/news/2025-06-18-joburg-private-school-rocked-by-allegations-of-racism/>

<https://iol.co.za/the-star/opinion/2025-06-21-confronting-racism-in-our-schools/>



ASIA

Afghanistan

The educational situation in Afghanistan, particularly for women and girls, remains deeply troubling. Nearly four years after the Taliban's return to power, the country has witnessed a severe deterioration in gender equality, with young Afghan women facing extreme barriers to education, employment, and training. According to the 2024 Afghanistan Gender Index, a staggering 78 per cent of young women are excluded from these vital opportunities, nearly four times the rate for men. Secondary and higher education for girls has effectively been banned, and the completion rate for girls in secondary school is expected to fall to zero. The consequences of these policies are devastating, as they strip Afghan women of the chance to contribute to society and achieve economic independence. With only 24 per cent of women participating in the workforce, compared to 89 per cent of men, the gender gap in Afghanistan is among the largest in the world. Despite these restrictions, Afghan women continue to show remarkable resilience by supporting each other, running businesses, and advocating for their rights. However, without urgent international action, millions of Afghan girls will remain deprived of education, worsening inequality and undermining the country's future.

Source: <https://www.unwomen.org/en/news-stories/press-release/2025/06/nearly-eight-out-of-10-young-afghan-women-are-excluded-from-education-jobs-and-training>

Bangladesh

A recent Caritas Bangladesh study reveals that 91% of street children in Bangladesh are excluded from the government's social safety net programmes, with nearly 58% lacking birth certificates—preventing access to education and public services. Among the 667 street children surveyed across Dhaka, Mymensingh, and Rajshahi, only 5.7% receive minimal monthly support (Tk 500–650), while 51.6% are not enrolled in any formal or religious schooling. The study also covered 1,246 low-income families, finding that 92% receive no government aid and over 38% have at least one child who has become a street child. Caritas leaders stressed the need for realistic cash allowances, simplified birth registration, and programmes for education, rehabilitation, and awareness, urging the government and NGOs to ensure no child is left behind.

Source: <https://asianews.network/no-social-safety-net-for-91-of-bangladeshs-street-children/>



Bahrain

The ongoing regional conflict has significantly disrupted education in Bahrain, with the government taking swift precautionary measures to safeguard its citizens. Following the recent escalation between Iran and Israel, and the US airstrikes on Iranian nuclear sites, Bahraini authorities have instructed all public and private educational institutions to transition to remote learning. Schools, kindergartens, universities, and other educational centres have been told to rely entirely on digital platforms for teaching. These measures aim to ensure educational continuity while minimising public movement and potential exposure to risk. In addition, the Ministry of Interior has urged residents to limit travel, using main roads only when absolutely necessary, to keep routes clear for emergency services. Remote working arrangements have also been implemented across ministries and government bodies, with up to 70 per cent of staff working from home. While no radioactive effects have been detected in the Gulf region, authorities are taking no chances, prioritising public safety and preparedness. This situation highlights the vulnerability of education systems in the face of geopolitical instability and the growing dependence on digital infrastructure to maintain learning during times of crisis.

Source: <https://www.khaleejtimes.com/world/gulf/bahrain-online-classes-remote-work-system?refresh=true>



India

Indian colleges are increasingly alarmed by students abusing AI tools to generate essays, presentations, and emails, prompting widespread concern that this trend undermines authentic learning and critical thinking. Professors are fighting back by redesigning assessments—shifting to oral quizzes about submitted work, live handwritten exams, audio-recorded assignments, simulation exercises, and creative, personal tasks that AI can't replicate. While many universities enforce policies banning AI use and deploy detection tools like Turnitin and DrillBit, such software often gives false positives and misses well-disguised AI text. Educators also rely on tracking students' writing style and personal knowledge to spot AI usage. Some professors have gone further—embedding AI into curricula responsibly, training faculty to use it for lesson planning and feedback, and teaching students to evaluate AI outputs critically for bias and accuracy.

Source: <https://asianews.network/indian-colleges-alarmed-by-ai-misuse-professors-fight-back-with-oral-quizzes-live-handwritten-exams/>

Israel

In Israel, the Education Ministry initially ordered the closure of 80 ultra-Orthodox schools that defied IDF Home Front Command orders to shut down during the ongoing conflict with Iran but reversed the decision after assurances the schools would comply. The closures followed Israeli strikes on Iran's nuclear sites and Iran's retaliatory missile barrages, which have killed 24 people and injured thousands in Israel. Some missiles have hit schools, universities, and residential areas. Ultra-Orthodox leaders had argued that Torah study offers "protection," but the government stressed student safety takes priority. The IDF has imposed strict restrictions on schools, gatherings, and non-essential businesses, though some large Haredi events, like a mass wedding in Jerusalem, violated the rules. The conflict, which began with Israeli attacks on Iran's military and nuclear infrastructure, has led to over 500 missiles and 1,000 drones being fired at Israel. The situation remains tense, with authorities warning of ongoing threats.

Source: <https://www.timesofisrael.com/education-ministry-shuts-80-ultra-orthodox-schools-flouting-war-closure-orders/>

Iran

In Iran, escalating conflict has forced foreign students to flee as universities adopt a "war footing" following Israeli airstrikes on military and nuclear sites. Campuses in Tehran and other cities have suspended classes, exams, and dormitory access, urging students to leave. Thousands of foreign students, mainly from India, Iraq, Afghanistan, and Pakistan, have been evacuated or relocated, with some flown to neighbouring Armenia. Israeli warnings of possible attacks on university districts and widespread internet blackouts have heightened fear. With over 100,000 foreign students in Iran, many remain stranded, sheltering in basements or awaiting evacuation. The crisis highlights the severe impact of armed conflict on education and the urgent need to protect students.

Source: <https://www.universityworldnews.com/post.php?story=20250619014857263>

Japan

In Japan, rising economic inequality is closely tied to its education system and job market structure. Despite recent efforts like tuition-free high school and expanded financial aid for higher education, these policies alone are unlikely to reduce inequality. Japan follows a "high-burden, low-support" model for higher education, where families bear most costs. Even with more students attending university, real opportunities remain limited due to the intense competition for spots at top-ranked universities, which are directly linked to stable, well-paid jobs at major corporations. Japan's "membership-based" employment system favors hiring fresh graduates from prestigious universities, offering them stable, lifelong employment. Meanwhile, opportunities for those outside this system, including non-elite graduates and non-regular workers, are scarce. Family background strongly influences academic achievement from an early age, reinforcing inequality. Without addressing these early disparities, policies like tuition waivers and scholarships do little to promote real equal opportunity. Without deeper reforms, the current education and employment systems will continue to entrench inequality.

Source: <https://www.nippon.com/en/in-depth/d01138/>



Japan

Japan's Ministry of Education has announced a nationwide plan to integrate AI-powered tools into classrooms by 2026. The plan aims to personalise learning, automate grading, and support teachers in workload reduction. Pilot programmes in Tokyo and Osaka show that AI has helped track students' real-life progress and tailor instruction based on individual learning styles. However, critics of this plan highlight concerns about data privacy, equity in access to technology, and an overreliance on automation. Overall, this plan reflects Japan's ambition to lead in educational technology while modernising its stringent school system.

Source: <https://www.mk.co.kr/en/world/11349528>

Pakistan

A recent report published by Save the Children has highlighted the need for increased spending on public education in Pakistan, as more than one in three children are currently out of school. The country currently only allocates 1.7% of its GDP to educational spending, which is one of the lowest rates globally. Especially, girls in rural and conflict-affected areas are vulnerable to being out of education, which needs to be addressed. The chronic underfunding of the education sector has resulted in run-down infrastructure, untrained teachers, and insufficient learning materials. Save the Children urges Pakistan to fulfil its educational obligations and get 26 million children into education, warning that failure to do so will perpetuate cycles of poverty and gender inequality.

Source: <https://www.savethechildren.org/us/about-us/media-and-news/2025-press-releases/education-spending-pakistan-hits-new-low-more-one-three>

Nepal

In Nepal's Karnali Province, the government's provision of free sanitary pads in community schools has helped many schoolgirls attend classes regularly during menstruation, breaking a long-standing barrier to education. While the initiative has brought positive changes by reducing absenteeism and encouraging open conversations about menstruation, challenges remain. Many schools face irregular supply, low-quality or ill-fitting pads, and lack proper disposal systems and clean toilets, especially in remote areas. Despite these issues, both students and educators acknowledge the programme's role in improving girls' comfort, participation, and dignity at school.

Source: <https://asianews.network/in-nepals-karnali-menstruation-no-longer-keeps-schoolgirls-at-home/>

Palestine

In Palestine, particularly Gaza and the West Bank, the right to education and cultural preservation is under severe threat, according to recent findings by the UN Commission of Inquiry. In Gaza, 90% of schools and universities have been damaged or destroyed by Israeli airstrikes, shelling, and demolitions. The Commission found that these attacks were largely unjustified by military necessity and have led to extensive civilian casualties, amounting to war crimes and, in some cases, crimes against humanity. The systematic destruction of educational facilities not only eliminates immediate access to schooling but also strips Palestinians of stability, hope, and prospects for the future. In the West Bank, Palestinian education is similarly under assault. Demolition orders, military raids, and settler violence have significantly disrupted school attendance, creating an unsafe environment for students and teachers. Israeli authorities have been accused of either enabling or failing to prevent such attacks. Cultural and religious heritage sites are also under widespread attack. The UN Commission concludes that these patterns, namely targeting education, erasing cultural heritage, and restricting access to religious sites, are part of broader efforts to weaken Palestinian collective identity and obstruct their right to self-determination.

Source: <https://news.un.org/en/story/2025/06/1164496>



Philippines

On 16 June, a pilot of the revised K to 12 programme was implemented with the beginning of the new academic year in the Philippines. The revised programme is being piloted in 889 schools by the Department of Education. Most of the revisions are in the senior high school curriculum as the curriculum was heavily criticised for not meeting the expected improved employability of new graduates. Furthermore, critics of the K to 12 programme claim the programme results in higher costs for parents. Additionally, the lack of the necessary resources to implement the K to 12 programme made a successful realisation of the programme unfeasible. The revised programme reduced the number of semesters from 15 to five per year for all Grade 11 students. Additionally, Grade 11 and 12 students are free to choose their electives. While the pilot only targets the high school curriculum, advocacy groups also emphasise the importance of revising the entire education system as the early grades lack the foundation on which the high school curriculum can build. Teachers also addressed the persistent issue of inadequate funding and the impact of the insufficient budget on students, teachers and parents. Despite the efforts in increasing the education budget, the Philippines has allocated an average of 3.2 per cent of its gross domestic product in the last ten years instead of the recommended 4 to 6 per cent.

Sources:

<https://www.rappler.com/philippines/revised-k-12-shs-curriculum-pilot-public-schools-opening-june-16-2025/>

<https://mb.com.ph/2025/06/25/government-urged-to-prioritize-education-reforms-amid-senior-high-school-curriculum-debate>

South Korea

Following a suspected suicide pact by three girls from Busan, South Korea, calls for education reform have become loud again. The education system in the country is shaped by competition and strict university entry exams. Consequently, children are drilled for academic success early on, placing extreme stress and pressure on them. In a statement, the Korean Teachers and Education Workers Union (KTU) called for societal and educational reform and responsibility in addressing high suicide rates amongst students. The union further stated that emotional needs of young people need to be addressed instead of prioritising academic performance.

Source: <https://www.scmp.com/week-asia/lifestyle-culture/article/3315507/south-korea-teens-deaths-expose-human-cost-academic-stress-social-homicide>

Qatar

In Qatar, 14 public schools will be built using 3D printing technology as part of the '3D Printed Schools Project'. The construction project is led by UCC Holding in partnership with the Ashghal Public Works Authority. Currently, the project has officially started its printing phase of two schools in Doha. The two schools will each cover 20,000 square metres and are 40 times larger than any 3D-printed building constructed worldwide. The schools are designed with Qatar's local landscape in mind by incorporating the form of Qatar's sand dunes. Both schools will be two-storey buildings, and with the scale of the project, Qatar hopes to solidify its position as an innovation hub. It is expected the schools will be completed by the end of 2025.

Sources:

<https://gulfnews.com/world/gulf/qatar/qatar-launches-worlds-largest-3d-printed-building-project-with-two-futuristic-schools-1.500164618>

<https://www.zawya.com/en/business/technology-and-telecom/ucc-starts-work-on-giant-3d-printed-construction-project-in-qatar-w67zp7tj>

Thailand/Myanmar

Since conflict erupted again in Myanmar in 2021, many families have fled to Thailand in search of a life free of violence and oppression. The Bangkok Post warns that not enough is being done to protect these refugees, and that especially children are vulnerable to abuse. Under Thai law, refugees from Myanmar aren't classified as refugees but as "Myanmar displaced persons", and this means that there are limited legal protections in place. Education has been one of the few areas in which stable access has been pursued; however, challenges remain. Funding has been difficult to secure as, for example, migrant learning centres do not fall under the Ministry of Education's umbrella and are not officially recognised.

Source:

<https://www.bangkokpost.com/opinion/opinion/3052946/myanmar-kids-need-rights-for-all>



United Arab Emirates

In the United Arab Emirates, mandatory Arabic classes and additional guidelines were announced by the Ministry of Education. All private preschools will need to implement mandatory Arabic classes for 40 minutes a day. Additionally, all Muslim preschool students will be taught Islamic Studies for 90 minutes per week. Furthermore, guidelines on the curriculum for social studies in preschools were announced. The mandatory Arabic classes and guidelines will be implemented from 2025-2026. Moreover, from 2027-2028 the mandatory Arabic classes will increase from 40 minutes a day to 60 minutes. Additional frameworks and learning goals will be provided by the Ministry of Education for the private preschools prior to the start of the academic year 2025-2026. The schools will be guided in their implementation of the various frameworks and learning goals, and regular inspections will be conducted to ensure compliance. With the new initiatives, the Ministry aims to strengthen the national identity from an early age through the new curricula.

Sources:

<https://www.khaleejtimes.com/uae/education/uae-announces-40-minute-mandatory-arabic-classes-daily-for-kg-students-in-private-schools-2>

<https://www.wam.ae/en/article/bkbd7st-ministry-education-approves-mandatory-guidelines>

Vietnam

Recently, Vietnam's National Assembly passed a policy eliminating tuition fees for all public education. The policy will take immediate effect and aims at ensuring access to education for all children. Additionally, students attending private or independent schools will receive subsidies determined by local authorities in accordance with national guidelines. With the policy, the government strives to demonstrate its commitment to education and its effort in ensuring the future of the next generations. Vietnamese citizens and individuals of Vietnamese descent living in Vietnam will be eligible for the policy. The policy will be implemented in phases with the first step being free primary education. Furthermore, the government is also planning to look at other measures to support Vietnamese students throughout their education.

Sources:

<https://e.vnexpress.net/news/news/education/vietnam-waives-tuition-fees-for-all-public-school-students-4906771.html>

Yemen

In Yemen, the ongoing armed conflict has devastated the education system, leaving 3.7 million children out of school, with widespread damage to infrastructure and an exodus of unpaid teachers since 2016. The collapse of educational opportunities has not only interrupted academic progress but also threatened the emotional well-being and future prospects of an entire generation. For many Yemeni children, especially girls, distance, poverty, and insecurity have made schooling nearly impossible. In rural areas like Al-Jawf, schools like Aisha School were abandoned for nearly a decade due to conflict, forcing children to walk for hours in harsh conditions to attend distant schools or drop out entirely. Some children were pushed into child labour or early marriage as a result. However, there are signs of hope. In 2024, with support from UNICEF and funding from the German Federal Government through KfW Development Bank, over 1,171 schools in Yemen, including Aisha School, underwent rehabilitation. These efforts have begun to reverse years of neglect, transforming abandoned and damaged schools into clean, safe spaces for learning.

Source: <https://www.unicef.org/yemen/stories/transformation-school>



EUROPE

Austria

In Austria, a mass shooting at a Graz high school killed 10 people, marking the country's deadliest school attack since World War II. The 21-year-old shooter, a former student, killed himself after the attack. Authorities found explosive plans and a suicide note with no clear motive. The shooter legally owned two firearms, highlighting Austria's relatively liberal gun laws. The tragedy sparked calls for stricter gun control, with Graz's mayor urging a complete private weapons ban. Authorities plan to review gun laws and improve school safety measures. Austrian leaders stressed schools must remain safe spaces, and crisis support has been set up for victims and families.

Source: <https://www.euronews.com/2025/06/11/what-we-know-about-the-gunman-who-killed-10-in-austria-school-shooting>



Croatia

Croatia has made notable strides in combating hate speech and promoting minority inclusion, particularly through improved civic education and Roma housing initiatives. However, the Council of Europe's anti-racism watchdog ECRI warns that prejudice against Roma, Serbs, LGBTQ+ individuals, migrants, and refugees remains pervasive in public discourse, political debate, and online platforms. Legal mechanisms like revised gender recognition processes and enhanced hate-crime provisions exist but are inconsistently implemented, often hindered by lack of enforcement, racial profiling, underreported incidents, and burdensome bureaucratic procedures. ECRI urges Croatia to adopt a comprehensive national migration integration strategy, streamline gender recognition, empower public figures to counter hate speech, desegregate Roma settlements, expand healthcare access for Roma, and strengthen oversight institutions to ensure sustained progress by 2027.

Source: <https://balkaninsight.com/2025/06/16/croatia-urged-to-toughen-struggle-against-hate-speech-discrimination/>



Montenegro

The Government of Montenegro has adopted a new Education Reform Strategy for the period 2025-2035 encompassing all levels of education. The new strategy aims at ensuring access to quality education for all children and to ensure that they are equipped with the necessary skills and knowledge for the future. The Strategy is the result of a collaboration between the Ministry of Education, Science and Innovation, the Delegation of the European Union to Montenegro, and UNICEF. The Strategy addresses various challenges and tackles diverse issues such as mental health within the education system and gender equality. The Strategy contains four main objectives: 1) improving the quality and equity of education, 2) strengthening the support system for teachers, 3) improving the effectiveness of governance and the financing of education, and 4) the modernisation of the school infrastructure.

Source:

https://www.eeas.europa.eu/delegations/montenegro/unicef-and-eu-support-development-comprehensive-education-strategy-next-10-years_en

Turkey

A new report by the İstanbul Chamber of Commerce reveals that nearly one in five young people in Istanbul are classified as NEET—Not in Education, Employment, or Training—reflecting challenges faced by Turkish youth. In particular, overprotective family dynamics have been found to be the reason for why young people are underprepared for adulthood, lacking emotional resilience and having underdeveloped essential life skills. Unemployment among university graduates is now 24.9%, and over 4.7 million Turks aged 15–29 are NEET. Young women in particular face barriers to employment, for example due to a lack of support for childcare obligations. The educational expansion policy launched by President Erdoğan has been criticised for not producing job-ready graduates, with youth reporting feeling socially isolated and hopeless regarding their future.

Source: <https://stockholmcf.org/growing-number-of-turkish-youths-not-in-education-employment-or-training-new-report-finds/>

Netherlands

The Dutch House of Representatives has proceeded with the controversial law, which will limit the number of English-taught courses at universities and cap the number of international students. This law, brought forward by the Minister of Education, aims to reduce the anglicisation of Dutch universities, which in turn will address overpopulation with fewer international students competing on the housing market. However, this law has not been without criticism, which argues that it undermines academic freedom and the autonomy of universities and other academic institutions. To make the law less controversial, the language assessment portion has been scrapped, which would have determined what language was appropriate as the mode of instruction for courses offered at the university.

Source: <https://www.erasmusmagazine.nl/en/2025/06/23/minister-bruins-permitted-to-proceed-with-law-on-international-students-and-anglicisation>

United Kingdom

In Wales, a recent report revealed that there are inconsistencies in teaching quality between schools and a large number of students fail to meet the expected standards in mathematics. It was further elaborated that the lack of guidance in specific mathematical subjects and the shortage of qualified mathematics teachers contributed to students not being able to meet the standards. Furthermore, teachers not specialised in the subject are often hired due to the shortage, resulting in variation in the teaching quality between schools. The shortage in qualified maths teachers is exceptionally concerning as reportedly only 27 maths teachers were newly qualified in August. Currently, the Welsh Government is implementing reforms to its education system and is looking for measures to make the profession appealing again. Still, opposing parties are concerned about the rapid widening gap in quality and students' performance.

Sources:

<https://caerphilly.observer/news/1051034/natasha-asghar-attacks-welsh-government-over-decline-in-maths/>

<https://pembrokeshire-herald.com/115454/concerns-grow-over-maths-standards-in-wales-as-report-highlights-inconsistencies/>



NORTH, CENTRAL AND SOUTH AMERICA

Canada

In Canada, undocumented children are largely denied their right to education. Currently, Ontario is the only province in Canada where schools are legally required to enrol undocumented children. A 13-year-old undocumented girl residing in Edmonton, whose school is not aware of her status yet, shared her story of how her siblings have not attended school in two years after officials discovered that they were undocumented. According to a social worker working with undocumented families, the province of Alberta fails to fulfil its commitments, as mentioned in the United Nations Convention on the Rights of the Child, by denying undocumented children access to education. Previously, various advocates and public school trustees have also voiced their concerns and pleaded for the Alberta government to change its education law to ensure undocumented children have access to education.

Source(s):

https://www.thespec.com/news/canada/undocumented-students-push-for-right-to-education-but-alberta-noncommittal/article_512241d2-8178-58d9-9108-7678c4a11f5a.html

<https://www.cbc.ca/news/canada/edmonton/edmonton-public-school-board-wants-alberta-to-guarantee-undocumented-children-a-right-to-attend-school-1.7545623>



Cuba

In Cuba, educational challenges are worsening as economic hardship forces many children and teenagers to stay away from school. Families are struggling to meet even the most basic needs, such as providing breakfast, snacks, or proper clothing, making school attendance increasingly difficult. Many parents simply cannot afford the daily costs associated with education, with bread and other essentials priced beyond reach for countless households. The situation is further exacerbated by the country's deteriorating education system, marked by a severe teacher shortage and frequent power outages that disrupt school schedules. In rural areas, the situation is particularly dire, with high rates of absenteeism and permanent dropouts. Recent reports suggest that nearly 40 per cent of students who finish middle school do not continue their studies. While the Cuban government presents official dropout figures, many believe these understate the true scale of the crisis. Poor nutrition, a lack of school resources, and widespread poverty have left children vulnerable, with many forced to abandon their education to work and support their families. The sad reality is that for many Cuban children, attending school has become a privilege, rather than a right.

Source:

<https://havanatimes.org/features/cuba-with-little-food-or-electricity-school-absenteeism/>



Ecuador

In Ecuador, growing violence linked to organised criminal groups is severely undermining the right to education. Students and teachers, particularly in Guayaquil, Machala, and Huaquillas, are being forced to abandon schools and even flee their homes to escape threats, gang recruitment, sexual violence, and extortion. According to the Norwegian Refugee Council, schools have become targets in the escalating struggle for territorial control, with killings near educational centres used to intimidate communities and rival groups. Teachers face the heartbreaking reality of seeing their pupils disappear without explanation, unable to guarantee their safety. Many students are left with no choice but to transfer schools, hide indefinitely, or leave their communities altogether to survive. Ecuador now has the highest homicide rate in Latin America, and more than 100,000 people have been displaced due to violence. Although the government has taken steps to recognise victims through the new Organic Law of National Solidarity, urgent action is needed to implement effective protection measures. Schools must be restored as safe spaces, free from fear and violence, so that children and young people can pursue their education without risking their lives.

Source:

<https://www.nrc.no/news/2025/june/ecuador-school-violence-forces-students-to-flee>

Haiti

Ongoing gang violence and a displacement crisis have brought the Haitian education system to near collapse. Over 300,000 children are currently out of school, with classrooms turned into shelters or left abandoned. Teachers have been fleeing gang-controlled areas, and parents have stopped sending children to school due to fears of kidnappings and shootings. UNICEF has warned that without immediate action, an entire generation of Haitian children will be denied their right to education. Together with other organisations, UNICEF is calling for emergency funding and secure learning spaces in displacement camps.

Source:

<https://reliefweb.int/report/haiti/haiti-displacement-soars-children-face-education-collapse-and-violence>



OCEANIA

Marshall Islands

The Marshall Islands has launched a new UNICEF-supported programme that integrates culturally inclusive digital education tools into schools, aiming to make learning more accessible to all. Every public elementary school will be powered and connected to the internet, especially allowing remote islands to have access to quality education. Further, the programme aims to preserve indigenous knowledge by enabling those in remote areas to access interactive lessons whilst maintaining their traditional way of life. The initiative aims to ensure continuity of learning during climate emergencies and build resilient education systems that honour local culture. This is particularly relevant as the island nation is facing climate change-related challenges.

Source:

<https://www.unicef.org/pacificislands/press-releases/chalkboards-culturally-inclusive-digital-connectivity>



New Zealand

In New Zealand, a collaborative project is experimenting to combine storytelling, place-based learning and digital education to improve students' self-identity. The project aims at creating an environment in which students tell their personal stories to share their heritage and to improve their personal and cultural identity. Using technology, the project team wants to combine culture and digital education, and past and present. By strengthening the personal and cultural identity of the students, the team hopes to increase the students' sense of belonging and boost the students' confidence in themselves. Some teachers were intimidated about using digital tools in class and how they should incorporate these tools in the classrooms. Still, with the support of the project team, the teachers are actively participating in the experiment and are learning the use of digital tools in the classroom. To make digital tools appear less intimidating, the team is looking into promoting the use of technology in the classroom by letting teachers and trainees organise digital activities for students. Furthermore, interviewed students seem enthusiastic about the project and the philosophy of the project. Currently, the project has been in progress for five months and is mainly focused on the digital aspect of the project. The next phase will focus on the storytelling, before combining all the different components together.

Source(s):

https://issuu.com/edgazette/docs/education_gazette_104.6