



# 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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## EDUCATION MONITOR EDITOR SUMMARY

16–31 July 2025

Between 16 and 31 July 2025, developments across several regions highlighted the fragile state of education systems facing conflict, inequality, safety concerns, and structural reform. Reports from more than thirty countries demonstrate both persistent barriers to education and emerging policy responses aimed at improving access and quality. Several incidents during this period underscored the urgent need for stronger protection of students and school infrastructure. In Bangladesh, a military training jet crashed into a school campus in Dhaka, killing dozens of students and sparking protests demanding accountability and improved safety measures. Meanwhile, a school roof collapse in Rajasthan, India, and a fatal school bus crash in the United Kingdom renewed concerns about infrastructure safety and transportation standards for schoolchildren.

Conflict and displacement continue to threaten learning opportunities. In Haiti, schools have been transformed into shelters for families fleeing gang violence, while in Libya, displaced Sudanese children face homelessness, exploitation, and growing educational loss. Colombia and Afghanistan illustrate how insecurity and political restrictions can systematically disrupt schooling, particularly for girls and marginalised youth.

Across other regions, structural challenges are also shaping education systems. Teacher shortages and underfunding were highlighted in countries such as Australia and Egypt, while universities in Belgium warned of increasing threats to academic freedom. Rising living costs in Portugal are affecting students' ability to access higher education, and debates over gender equality and representation continue in Japan and Canada.

At the same time, several countries are experimenting with reforms and new initiatives. Rwanda and Nigeria are expanding digital and energy infrastructure to support learning, while Sri Lanka has proposed a shift towards a more flexible module-based curriculum. Malta's parliamentary ban on child marriage represents a significant step towards protecting children's rights and ensuring that education pathways remain open for girls.

Together, these developments highlight the interconnected challenges facing education systems worldwide, from safety and access to funding, gender equality, and technological transformation. The following country briefs provide a closer look at the key developments shaping education during this period.





# AFRICA

## Benin

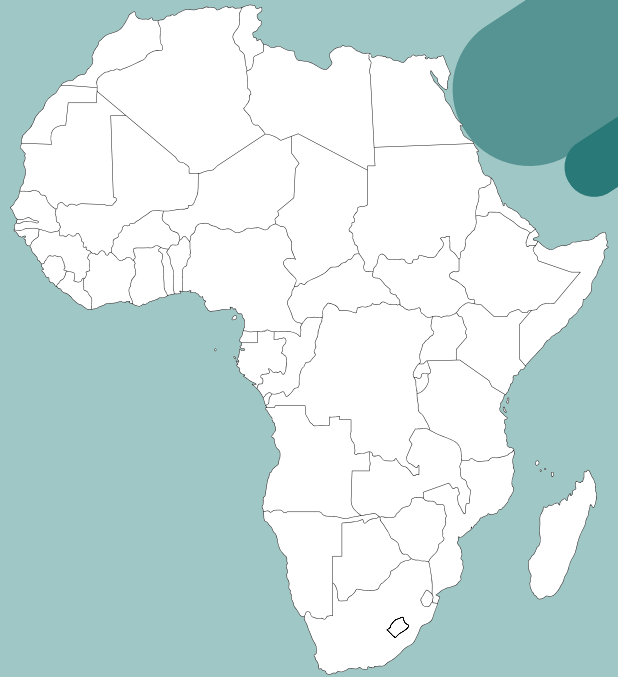
In Benin, the Economic Community of West African States (ECOWAS), with the support of the West African Health Organisation (WAHO), has distributed 5,000 reusable menstrual hygiene kits to several schools as part of a regional project aimed at combating menstrual insecurity. The kits will be distributed by the Ministry of Social Affairs and Microfinance across 23 selected secondary schools. In addition, workshops will be organised to educate students on personal hygiene and ECOWAS principles.

Young girls and women in Benin continue to struggle with menstrual poverty. The persistent taboo surrounding sexuality and menstruation, combined with a lack of clean water and the absence of appropriate sanitation facilities that ensure privacy, often leaves girls experiencing shame and stigma. Schools frequently lack gender-separated latrines and do not provide the necessary hygiene supplies when students require them. Furthermore, girls are often ridiculed when menstrual stains appear on their clothing, which leads many to miss school to avoid embarrassment or due to menstrual pain. In some cases, this has contributed to girls eventually dropping out of school. Due to limited menstrual education and ongoing cultural taboos, many girls are uninformed and feel shocked or ashamed when they experience their first menstruation. Parents and educators therefore play a crucial role in breaking the silence around menstruation and ensuring that both girls and their peers receive adequate education on the subject. The government also has an important responsibility to ensure that schools are properly equipped with both the knowledge and materials required to support menstrual hygiene, as well as to provide reliable access to clean water for the population.

Source:

<https://www.newsghana.com.gh/ecowas-distributes-reusable-sanitary-kits-to-benin-schools/>

<https://www.reprouncensored.org/research/benin-girls-dignity>



## Cameroon

In Cameroon, UNESCO, with the support of the United Nations Peacebuilding Fund (PBF) through the PRONEC project, organised workshops aimed at empowering young people to become active citizens and peacebuilders. The initiative seeks to equip young people with the knowledge and confidence needed to bring about positive change within their communities, particularly in areas experiencing conflict or recovering from its aftermath.

Workshops were organised in several towns and focused on citizenship, local leadership, and community responsibility. These sessions provided young participants with an opportunity to express their views and actively engage in discussions about their communities. Many participants reported feeling encouraged to share their ideas and perspectives by the end of the sessions.

Source:

<https://www.unesco.org/en/articles/unesco-promotes-peacebuilding-through-civic-engagement-campaign-east-cameroon>





## Egypt

In Egypt, the Ministries of Religious Endowments and Education have announced the launch of a pilot programme aligned with plans to introduce pre-primary education within mosques. The preschool programmes will take place in available mosque spaces during morning hours, where qualified teachers will lead educational and recreational activities. The mosques will also be equipped with relevant learning materials and playground equipment.

The initiative aims to strengthen both moral and academic foundations at an early age. Egypt is currently facing a shortage of schools, resulting in overcrowded classrooms. According to Human Rights Watch, in 2024 the average size of public school classrooms ranged from 43 to 55 students, with some schools reportedly accommodating up to 200 students in a single classroom.

The Ministry of Education and Technical Education has announced plans to address this issue by limiting class sizes to 50 students in 90 per cent of schools during the 2024–2025 academic year. Human Rights Watch has also reported a severe teacher shortage, estimated at 469,000 teachers in 2024. Furthermore, the organisation states that Egypt has failed to fully guarantee access to primary and secondary education.

The recent initiative is therefore seen as an attempt to address the shortage of educational facilities and expand access to education for children. Although Egypt's education budget has increased in nominal terms, its share of GDP and overall government expenditure remains below international benchmarks, which recommend allocating 4–6 per cent of GDP and at least 15–20 per cent of national budgets to education. Currently, Egypt's education spending has declined from 2.3 per cent to 1.7 per cent of GDP.

Source:

<https://english.ahram.org.eg/News/550116.aspx>

<https://www.hrw.org/news/2025/01/27/egypt-declining-funding-undermines-education>



## Libya

In Libya, the surge of Sudanese refugees fleeing war has left hundreds of children in Tripoli vulnerable to exploitation, trafficking, and homelessness. Overcrowded housing, limited access to healthcare, and economic hardship have pushed many children into begging or informal labour.

Education has also deteriorated significantly. Although alternative Sudanese schools have emerged to support displaced children, promises of free schooling have not been fulfilled, and many families are now required to pay tuition fees. As a result, many children have been forced to drop out of school, deepening what observers describe as an “educational loss”.

Without stronger protection measures and sustained support, an entire generation of Sudanese children risks losing access to both safety and education.

Source:

<https://www.dabangasudan.org/en/all-news/article/sudanese-children-on-the-streets-of-tripoli-face-homelessness-and-exploitation>



## Mozambique

Mozambique has announced plans to strengthen cooperation with China in the development of vocational education and the introduction of digital technologies within its education sector. Maria Gustava, Mozambique's ambassador to China, stated that the country is committed to educational reforms and improving skills development within vocational education.

The cooperation will focus particularly on implementing advanced technologies and expanding digital learning resources for both students and teachers. Strengthening ties with China is expected to support Mozambique's efforts to modernise its vocational education system and improve access to digital learning tools.

Source:

<https://www.chinadaily.com.cn/a/202407/03/WS6684c0c9a31095c51c50c77b.html>

[https://www.fmprc.gov.cn/mfa\\_eng/xwfw\\_665399/s2510\\_665401/202406/t20240612\\_11432755.html](https://www.fmprc.gov.cn/mfa_eng/xwfw_665399/s2510_665401/202406/t20240612_11432755.html)



## Nigeria

The Federal Government of Nigeria has approved the implementation of solar hybrid power systems across eight universities in the country. The adoption of these advanced clean energy systems is expected to significantly reduce energy costs while providing a stable and sustainable source of electricity to support educational activities.

According to Nigeria's Minister of Power, Chief Adebayo Adelabu, the lack of reliable electricity has become a major challenge for universities, making it difficult for institutions to maintain consistent power supplies. Adelabu described the current electricity situation in many universities as a serious threat to effective educational operations.

These projects reflect the government's commitment to ensuring a steady electricity supply in key sectors such as education, while also promoting sustainable energy solutions.

Source:

[Nigeria: Solar power to revolutionise education and agriculture](#)  
[Nigerian govt approves ₦68.7bn for power projects - Ripples Nigeria](#)



## Senegal

On 23 July, a workshop was launched to educate participants on legal and regulatory frameworks related to waste management. The initiative was organised by the Aar Sunu Alam organisation in partnership with Action Éducation, with the aim of improving local governance and creating opportunities for participants to exchange knowledge.

Through these workshops, Aar Sunu Alam and Action Éducation aim to equip local stakeholders with the knowledge required to empower their communities and strengthen environmental education.

Source:

<https://action-education.org/en/legal-and-regulatory-management-of-waste-in-saint-louis-aar-sunu-alam-et-action-education-sunissent-pour-mieux-agir/>

## Rwanda

By July 2025, Rwanda's Digital Acceleration Project, part of the broader Smart Rwanda Master Plan, had reached approximately 55 per cent completion. The project has significantly improved digital public services and contributes to the country's broader strategy of transforming into a knowledge-based economy.

As part of the programme, nearly 1,000 rural primary schools have been electrified using off-grid solar power systems. This initiative aims to empower rural communities, youth, and women while strengthening access to education.

The availability of reliable electricity in schools has improved access to digital learning tools such as laptops, extended study hours, and contributed to improved learning outcomes for students across the country.

Source

[The Impacts of The Smart Rwanda Master Plan - The Borgen Project](#)



## Seychelles

Recently, the African Union's International Centre for Girls' and Women's Education in Africa (AU CIEFFA) visited Seychelles to monitor and evaluate the progress of the #AfricaEducatesHer campaign. The campaign has been launched across 14 African Union Member States, with Seychelles joining during its second phase in October 2024.

Seychelles' Ministry of Education launched the campaign to reaffirm the country's commitment to ensuring quality education for girls. In addition to monitoring the implementation of the campaign, the AU CIEFFA team organised a workshop on Gender-Responsive Education Planning and Policy Analysis. The workshop aimed to equip key education stakeholders with the necessary tools to advance efforts towards more inclusive and equitable education for girls.

Source:

<https://au.int/en/pressreleases/20250718/africaeducatesher-campaign-au-cieffa-field-visit-seychelles>



# ASIA

## Afghanistan

Under Taliban rule in Afghanistan, girls are barred from attending secondary school and university, making the country the only one in the world with such restrictions. As of July 2025, many girls have no choice but to enrol in religious madrassas, where studies focus primarily on the Quran, Islamic jurisprudence, and Arabic, with little or no instruction in modern or scientific subjects.

At institutions such as Kabul's Tasnim Nasrat Centre, female enrolment has surged. Around 90 per cent of its approximately 400 students are women and girls aged between three and sixty, studying exclusively religious subjects. While some educators and internal officials have publicly criticised the ban, arguing that combining modern sciences with religious instruction is essential, critics warn that if these restrictions continue until 2030, more than four million girls will be denied secondary education. UNICEF has described this scenario as catastrophic for Afghanistan's health system, economy, and national future.

Source:

<https://apnews.com/article/afghanistan-taliban-education-girls-madrassa-7cdaf68896e8ccfda2abd71a07a02b99>

## China

China's education system faces complex challenges as it seeks to balance national ambitions with regional realities. Following seven regional roundtables held between April and July 2025, the Ministry of Education launched the Education Powerhouse Plan (2024–2035) alongside a 2025–2027 action agenda aimed at addressing disparities and aligning education more closely with industrial priorities.

Pilot programmes will allow provinces to implement reforms tailored to local needs, including curriculum updates, skills training, and stronger links between academic pathways and labour market demands. In the northeast, reforms focus on intelligent manufacturing, energy engineering, chemical industries, and agricultural modernisation, with new institutes supporting research and innovation. Meanwhile, southern and western regions prioritise green energy, smart infrastructure, and cross-border partnerships under the Belt and Road Initiative.

Despite this ambitious strategy, achieving measurable outcomes—particularly through flexible vocational education and project-based master's programmes—remains a significant challenge for a system operating at such scale and diversity.

Source:

<https://opportunities-insight.britishcouncil.org/short-articles/news/chinas-education-reform-targets-skills-and-industry-needs>



## Bangladesh

On 21 July 2025, a Bangladesh Air Force F-7 BGI training jet suffered mechanical failure shortly after take-off from Kurmitola Air Base and crashed into the Milestone School and College campus in Dhaka's Uttara district. The crash killed at least 31 people, including 25 students and the pilot, and injured more than 160 others, many of them children.

In response, students from the school and nearby colleges held protests the following day, demanding accurate identification of victims, compensation for affected families, an end to the use of outdated training aircraft, and reforms in air force procedures. Police dispersed the demonstrations using tear gas and baton charges. The interim government declared a National Day of Mourning, launched an investigation, and pledged to halt training flights over densely populated areas while compiling a full list of casualties.

Source:

<https://www.reuters.com/business/aerospace-defense/students-protest-bangladesh-after-air-force-jet-crash-kills-31-mostly-children-2025-07-22/>



## India

On 25 July 2025, the roof of a government school building collapsed in Rajasthan's Jhalawar district, India, killing at least four children and injuring several others. The collapse occurred during heavy monsoon rains while students were attending classes, prompting rescue operations to free those trapped beneath the debris.

Rajasthan, which frequently experiences extreme weather conditions, has seen particularly intense monsoon rains in recent weeks. The incident has raised concerns about the safety of ageing infrastructure in rural schools. State officials expressed condolences to the victims' families, announced compensation for those affected, and launched an investigation into the structural failure. The tragedy has renewed calls for urgent safety inspections and infrastructure audits of school facilities across the region.

Source:

<https://www.aljazeera.com/news/2025/7/25/at-least-four-children-dead-in-school-roof-collapse-in-india>

## Malaysia

In Sarawak, Malaysia, authorities have announced plans to launch a programme aimed at ensuring broader access to free education for children. The initiative, titled *Siswa Balik Sekolah* ("Students Back to School"), is designed to support and expand the Sarawak Free Tertiary Education Scheme (FTES), particularly for students in rural areas.

The programme is currently in the early stages of discussion with universities and non-governmental organisations. Through the initiative, the Sarawak government hopes to strengthen educational foundations for rural children beginning at primary level. Universities and colleges will adopt one or two primary schools, allowing university students to volunteer as mentors and tutors for Year 3 to Year 6 pupils, particularly in subjects such as Mathematics and Science.

Source:

<https://dayakdaily.com/sarawak-to-deploy-university-students-to-tutor-prepare-rural-pupils-for-free-higher-education/>  
<https://www.sarawaktribune.com/university-students-may-mentor-pupils-in-former-schools/>

## Japan

Experts have warned that long-term initiatives aimed at addressing gender inequality in Japan's workforce and higher education system have produced limited results. Despite government policies introduced more than two decades ago, women remain significantly underrepresented in Japanese universities.

In 2022, women accounted for only around 27 per cent of university teaching staff nationwide and represented fewer than half of all students. Japan currently ranks 118th out of 148 countries in global gender equality rankings. According to Sayaka Oki, a professor at the University of Tokyo, gender disparities begin at the student level and become increasingly pronounced in senior academic and leadership positions.

Women and international students are considered vital to sustaining Japan's knowledge economy. However, according to Ginko Kawano, professor of gender equality at Kyushu University, there is also growing opposition to gender equality initiatives that have been in place for many years.

Source: [DEI Skepticism Threatens to Derail Japan's Gender Equity Push](#)

[Is Japan's HE sector finally welcoming women? | Times Higher Education \(THE\)](#)

## Nepal

Schools across Kathmandu closed during a nationwide education strike organised by the All Nepal National Free Students Union (Revolutionary). The group is demanding free education, an end to increasing privatisation, and the swift passage of the long-delayed Education Act.

Although most government schools were already on summer break, private schools were forced to close. Poor communication meant that some students still travelled to school only to be sent home. The strike reflects growing frustration over the government's failure to fulfil constitutional commitments to accessible and equitable education, with students and activists calling for systemic reforms to address widening inequalities.

Source:

<https://english.khabarhub.com/2025/18/486094/>



## Sri Lanka

On 23 July, Sri Lanka's Prime Minister and Minister of Education, Dr Harini Amarasuriya, announced a reform introducing a module-based education system to replace elements of the current system that rely heavily on pass-or-fail examinations.

According to Dr Amarasuriya, the new approach will promote diverse learning methods and incorporate continuous assessment alongside examinations during its initial stages. The reform will be implemented in Grades 1 and 6 starting in 2026.

In addition, the government aims to reduce classroom sizes to between 25 and 30 students, as many classrooms currently exceed forty pupils. The Deputy Minister of Education also emphasised that the reforms will require additional teacher training, which will begin in August 2025. The Ministry of Education has stated that it will assume full responsibility for implementing these reforms.

Source:

[Sri Lanka to shift from exam-centric education to module-based system by 2026: PM](#)

## Vietnam

In mid-July, high schools across Vietnam released textbook lists for the upcoming academic year. For several years, parents have expressed concerns about the complexity of obtaining books from multiple approved series that meet national curriculum standards.

In 2025, recent administrative district changes prompted revisions to several textbooks, which further intensified the issue and led to shortages. The situation has renewed calls for a unified national textbook set.

However, the Vietnamese Ministry of Education, led by Minister Nguyen Kim Son, argues that the revised system encourages more proactive teaching methods and better supports students in meeting required competencies. Officials have highlighted the full implementation of the General Education Programme (GEP) for Grades 1–12 as a key milestone in Vietnam's shift from memorisation-based learning to a competency-based education model.

Source:

[Vietnam's education reform sparks nationwide debate on multi-textbook policy](#). | SGGP English Edition

## Uzbekistan

In Uzbekistan, a recent presidential decree has introduced significant reforms to the higher education admissions system. The decree outlines the admission quotas for state universities for the next four years and also applies to foreign universities operating in Uzbekistan as well as private higher education institutions.

The decree also increases the number of government-funded grants. A total of 1,320 grants will be allocated to students attending foreign or non-state universities, 4,000 grants will be reserved for women, and 30 grants will be allocated to Uzbek students living abroad. Through these measures, the government aims to improve equal access to higher education.

Source:

<https://zamin.uz/en/uzbekistan/154911-admission-plan-for-bachelors-and-masters-students-approved-by-presidential-decree.html>

<https://www.uzdaily.uz/en/admission-parameters-for-uzbek-universities-approved-for-the-20252026-academic-year/>





# EUROPE

## Albania

In Albania and Kosovo, women face widespread digital abuse, including sextortion, the non-consensual sharing of intimate images, impersonation, and cyberstalking.

However, authorities often dismiss these cases as minor incidents rather than recognising them as forms of gender-based violence. Victims, including journalist Thaci-Mehmeti, report repeated harassment, while prosecutors frequently require excessive evidence, resulting in cases that can take years to resolve.

Civil society organisations argue that toxic online behaviour rooted in gender stereotypes continues largely due to institutional indifference and insufficient legal frameworks. Women are often advised to “learn how to protect themselves” online instead of receiving meaningful institutional support. Advocacy groups are therefore calling for urgent reforms, including incorporating gender-based cyber violence into criminal law, to ensure victims have effective access to justice.

Source:

<https://balkaninsight.com/2025/07/30/unprotected-women-in-albania-kosovo-face-toxic-coexistence-with-digital-abuse/>



## Belgium

Rectors from ten Belgian universities have issued a joint statement warning of increasing threats to scientists and academic institutions. Although Belgium ranks among the world’s top five countries for academic freedom, developments abroad demonstrate how quickly conditions can deteriorate when research is censored, funding becomes politicised, and academics face intimidation.

Belgian researchers already report growing pressure. Female and early-career academics frequently experience online harassment, while controversial topics, including sex education and diversity policies, can provoke strong public backlash. Such reactions may discourage academics from participating in public debate. In addition, persistent underfunding may push researchers towards safer but less innovative research topics.

Source:

<https://www.belganewsagency.eu/rectors-warn-of-growing-threats-to-academic-freedom>



## Bosnia and Herzegovina

A new Early Childhood Development (ECD) Centre has recently opened in Bosnia and Herzegovina. The centre was established through a partnership between UNICEF, the European Union—via the project EU Support to Health Sector Reform in Bosnia and Herzegovina—the Ministry of Health and Social Welfare of Republika Srpska, and local authorities. The centre brings together a multidisciplinary team of specialists and adopts a holistic approach that encourages close collaboration between the education, social protection, and health sectors. Its primary objective is to identify developmental challenges at an early stage and ensure that every child has the best possible start in life.

Source:

<https://www.unicef.org/bih/en/press-releases/early-childhood-development-centre-opened-doboj-support-young-children-and-families>



## Czech Republic

The Brno University of Technology (BUT) is offering courses for senior citizens through its University of the Third Age (U3A) programme. These courses aim to provide older adults with the knowledge and skills needed to navigate the modern world.

Each course is delivered by experienced lecturers and supported by audiovisual learning materials. The university offers a wide range of subjects, including technology, arts, and media literacy, with some courses focusing on identifying misinformation and fake news. The initiative highlights the role of lifelong learning in improving the quality of life for older adults, enabling seniors to remain socially active, maintain connections with others, and continue experiencing the joy of learning.

Source:

<https://www.vut.cz/en/but/news-f19528/age-doesn-t-matter-education-at-but-broadens-horizons-even-for-seniors-d296587>

## Portugal

Student accommodation costs in Portugal have increased significantly, with the national average rent for a private room now exceeding €415 per month, the highest level recorded since 2021. Lisbon remains the most expensive city, with average rents around €500, followed by Porto at approximately €400 and Braga at €323. Coimbra offers comparatively lower prices, averaging around €280 per month. Inland cities such as Guarda (€180), Bragança, and Castelo Branco (both approximately €200) remain among the most affordable options.

Although the number of available listings has increased this year, strong demand continues to push prices upward. Many students also face illegal rental practices, such as landlords refusing to provide official receipts, which prevents them from accessing government housing subsidies. In response, the Portuguese government plans to add more than 15,000 beds in public student residences by 2026, with approximately 4,000 expected to be available by September.

Source:

<https://www.euronews.com/business/2025/07/29/rising-rents-which-is-the-cheapest-city-in-portugal-for-students-to-live-in>

## Malta

On 23 July, Malta's Parliament unanimously approved a bill banning all forms of child marriage in the country. For more than 40 years, the legal age of marriage in Malta had remained lower than the age of consent, which is 18.

The new legislation introduces several amendments, including changes to the law that previously allowed minors to enter into cohabitation agreements and revisions to provisions within the Civil Code relating to the involvement of minors in matrimonial matters. Parliamentary Secretary for Reforms and Equality Rebecca Buttigieg stated that the bill aligns with recommendations from the United Nations Committee on the Rights of the Child and aims to strengthen child protection by eliminating all forms of forced or underage marriage.

Source:

## United Kingdom

On 17 July 2025, a school bus carrying dozens of children overturned on a rural road in Somerset, southwest England, killing one child and injuring several others. The accident occurred as the bus was returning from a school trip when the vehicle slid down an embankment.

Emergency services, including ambulances, air ambulances, and fire crews, responded to the scene. Authorities have launched an investigation to determine the cause of the crash. The Prime Minister and regional leaders expressed condolences to the victims' families and pledged support to those affected.

The incident has renewed calls for stricter safety measures and improved oversight during school excursions, including proper vehicle maintenance, well-trained drivers, and clearly established emergency procedures to ensure children's safety.

Source:

<https://www.reuters.com/world/uk/one-child-killed-uk-school-bus-crash-2025-07-17/>



# NORTH, CENTRAL AND SOUTH AMERICA

## Canada

Female teachers in Canada have reported an increase in misogynistic remarks in classrooms, ranging from sarcastic comments to openly sexist statements. Christine Emberley, a teacher in Nova Scotia, has noted that some students refuse to acknowledge her authority as a teacher, for instance by avoiding eye contact during lessons.

Luc Cousineau, a researcher at Dalhousie University and director of the Canadian Institute for Far-Right Studies, explains that many young boys are searching for role models but are increasingly exposed to covert or explicit misogynistic content online. He emphasises the need for positive representations of masculinity and highlights the importance of addressing these issues within schools.

Emberley has experienced sexist remarks herself. While some students are open to discussion, those who strongly believe the misogynistic narratives promoted by online influencers are often resistant to dialogue. In addition, peers rarely challenge such behaviour, and female students frequently feel powerless when confronted with these remarks. Emberley stresses that although dialogue is important, broader solutions are needed, including the development of a clear framework to help teachers address misogyny in the classroom.

Source:

<https://www.cbc.ca/news/canada/nova-scotia/misogyny-online-influencers-boys-classrooms-1.7587571>



## Colombia

Colombia's education system continues to face severe challenges in regions affected by armed conflict, where insecurity, poverty, and weak infrastructure hinder access to education. In Putumayo, one of the country's most violent departments, the Universidad de la Amazonia has opened a new branch in Puerto Asís, offering young people an alternative to coca cultivation and recruitment by armed groups.

The initiative, which begins with an agroecology programme, aims to promote sustainable agricultural practices while creating opportunities for students who cannot afford to study elsewhere. However, progress remains fragile. Armed groups frequently impose curfews, restrict movement, and recruit children, while ongoing clashes regularly disrupt schooling. Economic hardship has already forced some students to drop out, and threats against teachers—combined with low pay—have left many schools without instructors for essential subjects such as English and mathematics.

Source:

<https://www.thenewhumanitarian.org/news-feature/2025/08/06/colombia-new-university-undercut-cycle-conflict-grassroot-initiative-universidad-amazonia>



## The Dominican Republic

The Dominican Republic is facing a shortage of school spaces, particularly in provinces experiencing rapid population growth such as La Altagracia, Greater Santo Domingo, San Cristóbal, and Santiago. Internal migration driven by the expansion of tourism and other productive sectors is placing increasing pressure on an already limited educational infrastructure. Ahead of the 2025–2026 school year, the Ministry of Education has pledged to guarantee access to schooling for all children, even in overcrowded districts. Measures include instructing schools to enrol every child and introducing a digital platform for student pre-registration to support more effective capacity planning. However, the situation highlights the need for long-term investment in educational facilities and staffing to ensure that rapidly growing regions can meet demand and provide quality education.

Source:

<https://dominicanoday.com/dr/local/2025/07/23/government-links-school-shortage-to-population-growth/>

## Haiti

In Haiti, escalating violence and widespread displacement have forced schools such as Anténor Firmin in Hinche to become shelters for people fleeing gang attacks. As a result, education in the region has been severely disrupted.

Classrooms now house hundreds of displaced people, while shortages of food, clean water, and sanitation mean that daily survival has become the immediate priority. Teachers such as Edens Désir attempt to maintain learning through improvised lessons, but insecurity, blocked supply routes, and the lack of resources make regular schooling extremely difficult.

Without improved security and sustained humanitarian support, an entire generation of Haitian children risks losing access to education.

Source:

<https://news.un.org/en/story/2025/07/1165414>

## Guatemala

In Guatemala, access to education remains highly unequal, particularly for students without reliable internet connectivity. In Guatemala City, where approximately 57 per cent of residents live in poverty, many students are excluded from digital learning opportunities that are increasingly standard elsewhere.

Schools often struggle with limited resources, and inadequate infrastructure makes it difficult to introduce modern teaching technologies. A new initiative using offline artificial intelligence laptops at Esperanza Juvenil has shown promising results. However, it also illustrates the scale of the challenge. Operating advanced technology without reliable technical support in resource-limited settings remains complex, and even innovative solutions require sustained funding and careful adaptation to local contexts.

Teachers must also learn how to integrate artificial intelligence tools effectively while addressing long-standing educational inequalities linked to poverty and underinvestment.

Source:

<https://newsroom.intel.com/artificial-intelligence/intel-brings-offline-ai-opportunity-to-students-in-guatemala>

## United States of America

The Trump administration's proposal to eliminate the United States Department of Education could place students with disabilities at significant risk of losing key protections and support provided under the Rehabilitation Act.

In mid-July 2025, the U.S. Supreme Court permitted the administration to proceed with plans to implement large-scale layoffs within the Department of Education. Since the beginning of 2025, several education funding programmes have also been suspended or reduced. Many of the affected initiatives previously supported vulnerable and disabled children through grants that have now been frozen.

Adult learners have also been affected. In early July, approximately \$715 million in funding for adult education programmes focusing on literacy and civics was withheld. The administration's proposed fiscal year 2026 budget also suggests eliminating research programmes, training initiatives for community professionals, and the operation of service centres that collectively support millions of Americans. Critics warn that these changes could push many disabled individuals out of community-based support systems and into institutional care.

Source:

<https://www.americanprogress.org/article/the-trump-administrations-war-on-disability/>



# OCEANIA

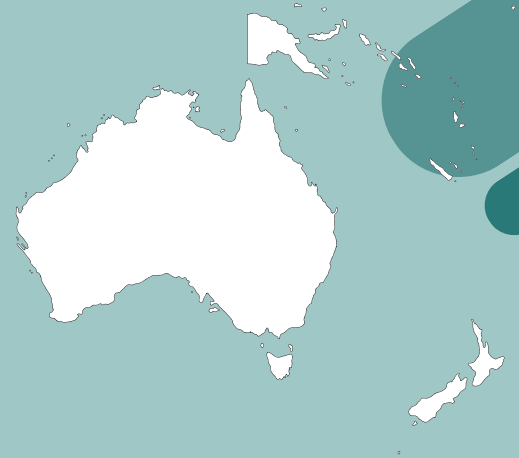
## Australia

Education is a fundamental human right and essential for living with dignity and opportunity. However, children in rural, regional, and remote areas of Australia continue to face persistent barriers to accessing quality education.

Long travel distances, difficulties in recruiting and retaining qualified teachers, and limited educational resources mean that many students do not receive the same standard of education available in urban areas. For children with additional needs, such as those with disabilities or whose first language is an Aboriginal language, these challenges are even greater. Communities such as Walgett illustrate how systemic shortcomings in education can entrench disadvantage across generations.

Source:

<https://humanrights.gov.au/about/news/speeches/human-rights-vision-rural-and-regional-australia>



## Fiji

In Fiji, educators and unions have raised concerns about increasing pressure to commercialise higher education, warning that cost-cutting measures may undermine academic quality, staff welfare, and student access. The University of the South Pacific, which serves 12 Pacific nations and is hosted by Fiji, has reportedly shifted rapidly towards online teaching and more casualised labour practices.

This shift has involved replacing full-time academic and support staff with lower-paid external adjunct lecturers, many of whom work remotely and may have limited connection to the region's local context and needs.

Source:

◆ <https://www.ei-ie.org/en/item/30186:education-voices-rising-against-the-drive-to-commercialise-higher-education-in-fiji>

