



Goal 4

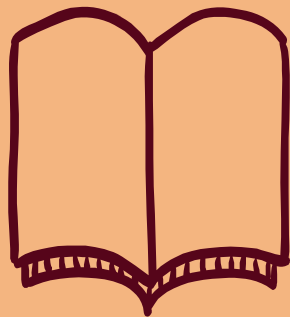
**ensure inclusive and equitable quality
education and promote lifelong learning
opportunities for all**

Less-Developed Countries don't have the resources to dedicate to better education

The Problem

The quality and duration of education varies too drastically between countries

Issues

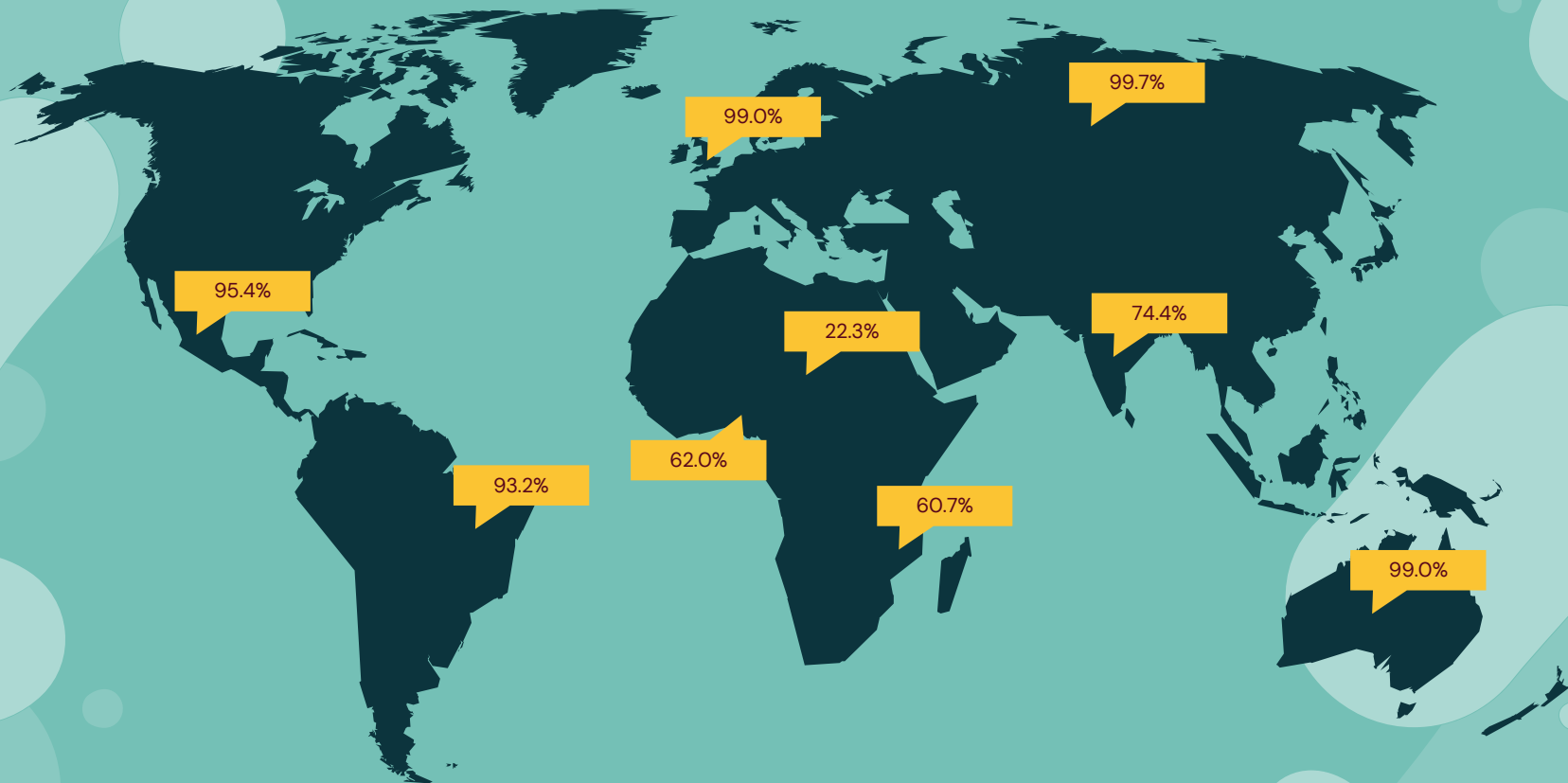


- **Low secondary school completion rate – 53%**
- **Especially poor within sub-Saharan Africa – 29%**

- **Long term impact as a result of the pandemic**
- **90% of all students were out of school**
- **Remote learning out of reach 'for at least 500 million students'**
- **Younger students hit particularly hard by the lack of physical lessons**

**200 million
children still out
of school in 2030**

Adult Literacy Rate



Chad

Primary School Completion Rate: 41%

Literacy Rate: 22.31%

Population below the Poverty Line: 45+%

52.3% of their GDP is made up by agriculture

Where does it hurt the most?

Why?

Civil Unrest and War – three decades of instability after its independence in 1960

Multiple rebellions since 1998 in opposition to President Deby, who after removing constitutional term limits, has been in power since 1996.

Terrorist attacks by Boko Haram, otherwise known as ISIS-West Africa, since 2015


Fighting amongst rival ethnic groups

Political instability for more than half a century has made it hard for Chad to restructure and develop itself, unable to dedicate resources to education. Schools and hospitals remain a target for insurgents, whilst a focus on primary sectors means that for many, education simply isn't worth it.

The Barriers

What does this mean?

GDP, or Gross Domestic Product, is the total value of goods and services of a country in a year.



Cultural traditions, especially within countries where the agriculture makes up most of their GDP.

Resources available

Access to Technology and the Internet

Poverty – work over school to support their family

Political Instability and War

Across the LDCs, more than two thirds of primary schools do not have access to electricity

Potential Solutions (short term)

Make access to the Internet affordable, subsidised in poorer areas

1



Set up cameras within classrooms in more developed countries to live stream classes for anyone to watch

3



Introduce a similar principle for teacher training, more support teacher-to-teacher across countries

5

Repurpose older devices and, rather than throwing them out, donate them to developing countries

2

Taking lessons from the pandemic, set up virtual classrooms that can be accessed from anywhere at any time

4



Increase focus on apprenticeships and hand-on training within LDCs to increase the number of skilled workers

6

Potential Solutions (long term)



Universal Education

dedicated funding from the UN's budget to support LDCs improve their quality of education

Improved infrastructure for more rural locations, better facilities and shorter travel times



More than a third of primary schools do not have basic handwashing facilities.

Longer, more thorough support for higher education

Emphasis on sponsorship from businesses, securing work after school

Better training for teachers (only 65% of primary school teachers were actually trained within sub-Saharan Africa)

Sources

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