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United Nations Educational, Scientific and Cultural Organization

SSUNS 2016

As one of the countries that struggles the most to achieve primary literacy for all members of its population, Ethiopia has taken a few measures to encourage children’s education throughout the country. Indeed, because a majority of the population lives in rural areas and more than 80% of households use agriculture as their main mean of survival, education is not valued in the country. Youth are expected and encouraged to start working from a very young age and achievement in the workplace is better esteemed in the culture than academic achievement. Currently, it is only about 50% of the population that knows how to read. However, enrollment in elementary school has risen to about 90%. Some work is left to be done, but this increase provides hope for the literacy index to increase over the next few years. To remedy the situation, Ethiopia joined the Global Partnership for Education in 2004. The GPE has provided several grants in order to achieve a student to textbook ratio of 1:1, the inspection of 60% of schools in 2015, as well as increasing the percentage of certified teachers to 70%, by training 100 000 teachers. The GPE grant has also allowed for 100% of schools to offer educational materials in the regional dialect, allowing to preserve the culture whilst also receiving uniform instruction throughout the country. The current GPE grant focuses on revising the curriculum, training of more teachers and infrastructure improvements. Additionally, Ethiopia has implemented the Education Sector Development Program V (ESDP V), which focuses on improving teaching quality, as well as access to general education. In terms of governance and education, it is true that corruption is one of the main reasons why the Ethiopian schooling system is so weak. Ethiopia has a corruption index of 33% and ranks 103rd on 186 nations. In the country, it is not only accepted but demanded that bribes be offered when performing agricultural transactions. It is for this reason that Ethiopia has required external aid to help mend the education system. Regarding World Heritage Sites, Ethiopia currently has 8 cultural sites and 1 national site that are inscribed on the list, as well as 5 sites submitted on the Tentative list. The Ethiopian Government has taken action with the help of UNESCO to preserve and restore the sites. An international campaign has also been initialized.

The United Nations has put in place many measures to combat corruption. Among these, the United Nations Convention Against Corruption has been signed by a majority of countries across the world. Ethiopia has recently committed to fully implement these measures. Unfortunately, it is a change in culture and popular thinking that would need to happen in Ethiopia in order to combat corruption effectively and across all areas of government spending. This is probably the case with most nations that are affected by corruption, so the implementation of measures to combat corruption would require heavy monitoring and support from developed nations. These countries could also share their systems and educate people in affected regions, to try and change the way that the population perceives the government. When it comes to improving education in refugee camps, a number of UN bodies have taken action to insure the best quality of education possible in these camps. Ethiopia, as the largest refugee hosting country in Africa since 2014 faces this issue directly. Providing education to children in these refugee camps has been proven to be a complex task. Indeed, there is a constant influx of refugees coming from over 17 African countries. There is a constant rotation of inhabitants in these camps, making it difficult to provide constant quality education. Moreover, it is important to note that many of these children did not have access to quality education in their countries, and if they did, it was given in a different language or dialect. Currently, there is an effort to supply educational materials in the language of origin of the children. However, as indicated in the UNHCR’s Ethiopia Refugee Education Strategy for 2015-2018, the curriculum will transition to a strictly Ethiopian one over the next few years. This will allow for more access to textbooks, and easier training of teachers. The refugee education problem also brings forward the issue of overcrowded schools, which leads to the fast decay of infrastructures, as well as the lack of latrines and clean drinking water. It is evident that to fix this problem, more United Nations support would be encouraged. Concerning the preservation of World Heritage sites, the World Heritage Committee has issued a list of 55 Sites that are endangered. Among these, the only natural Ethiopian World Heritage Site is included on the list. Threats to this site are caused by human settlements, cultivation and soil erosion. The area has therefore been under protection regulations since 1969. Unfortunately, the World Heritage Committee doesn’t come up with concrete measures to help preserve the sites. All they do is analyze demands for sites that countries wish to be placed on the at risk list, as well as manage donations from private individuals and NGOs. In order to accomplish Education 2030, the Incheon Declaration was adopted in 2015. This declaration provides some guidelines as to how to tackle the goal. However, it lacks precision and is not always realistic. For example, it asks that developed countries increase education spending by 4 to 6% of their GDPs. This percentage is in fact huge, considering the multitude of other issues that countries need to tend to. In addition, it asks that developing countries only increase this spending by 0.7%. However, it does not acknowledge the difficulties that these countries may have related to corruption, which does not allow them to effectively increase spending in the education sector whilst also using the capital to its intended purpose. It also fails to address the issue that a majority of children that are not currently enrolled in school come from unstable regions that are at war, or that are very vulnerable to natural disasters. Increasing government expenditure on education would therefore not solve the problem for most children. Such issues need to be addressed in relation to education in order to achieve Education 2030.

Ethiopia believes that the main solution to all three topics would be a bettered education system. An educated future generation would be able to eliminate corruption if they understand the consequences that it brings. As discussed previously, if corruption is eliminated, government funds could be used more effectively and help address the issue of education in refugee camps. The support of developed nations through educational materials, training of staff and teachers, renovating infrastructures and providing hygienic latrines and clean water would be necessary in order to achieve this. So far, the implementation of the Global Partnership for Education in Ethiopia has showed significant results in the increase of trained staff, achieving a textbook to student ration of 1:1, and providing reading materials to students. It is evident that having an external organization intervene is the most successful solution, and Ethiopia is open to working with the GPE for many more years, in order to achieve the goals outlined in Education 2030, for example. To preserve the endangered Simien National Park World Heritage Site, the implementation of restrictive measures would be primordial. As human settlement and cultivation is the main cause of danger to the Site, it would be necessary to prevent the local population of cultivating on site. Moving these inhabitants to less at risk sites would also be an option, although it would surely be unwelcome. This could maybe be done through a few generations, by offering incentives to move away from the region.