The Role of Education in Sustainable Development

Globally, a minimum of a post-primary education is required for economic survival. "According to Swanson (2003)**, only one third** (37 percent) **of high school dropouts** [in the United States] **are steadily employed, and they are more than twice as likely to live in poverty."** [1] One reason for why U.S. students drop out of school is to work a job to supplement their household's income.[2] According to Tanzanian government statistics, "85% of primary school leavers neither secure formal training courses, nor manage to undertake successful self-employment in the informal sector."[3] In Pakistan, another developing country, since approximately 8% of Pakistan's 18-23 year olds are enrolled in Pakistan's higher education institutions[4] , the rest of the population needs at least completion of secondary education to compete with each other for the majority of Pakistan's jobs. This report will explore and present solutions concerning various areas of education to enable individuals to earn the necessary levels of education to meet their basic needs.

The demand for a quality education in the world's low-income areas has been growing. According to the U.S. Census Bureau, people living in low income communities rose 56% with more than 26% of this population being under 18 years old.[5] **Low-income areas must experience equity of educational resources to achieve results at the levels of affluent areas.** Since 1967, the New Jersey State Government requires its local boards of education to purchase all of the textbooks and school supplies for their local school districts' students.[6] As a result of Abbott v. Burke court case decision in 1990, the New Jersey State Supreme Court ruled that the New Jersey State Board of Education must fairly distribute educational resources among low-income areas and affluent areas leading to the creation of the state's thirty-one Abbott Districts.[7] Since 1990, the New Jersey State Supreme Court heard Abbott I-Abbott XX.[8] Nationally, New Jersey ranks second in best classroom instruction (as seen in the complex of National Assessment of Educational Progress scores, AP scores, and high school graduation rates), test scores, and "current achievement and gains overtime."[9] Efforts made by New Jersey policy makers to improve access to quality education serves as evidence for potential gains to be made when focus is placed on improving educational resources for low-income areas.

Since the New York State Department of Education allows affluent students better access to educational resources in comparison to poor students and the New Jersey Department of Education requires all students to have equal access to educational resources, New Jersey's K-12 students surpass New York State's K-12 students academically.[10] **Worsening this situation, other states, including New York State, require that parents purchase their children's school supplies. As local school districts experience budget cuts and the prices of school supplies increase, parents must pay more for school supplies.**[11] In order to make school supplies more affordable in New York State, the New York Department of Education allows a local school district

to resell discounted school supplies that buys at the state's bulk rate via the New York Department of Education.[12] Across the nation, nonprofits donate to families, teachers, and school districts to partially or completely eliminate the cost of school supplies.

New York State's and Tanzania's educational system possess similar problems. Tanzania fits The World Bank's and UNESCO's definition of a developing nation. Because Tanzania's public educational system favors affluent males' attendance in secondary school, the primary school curriculum focuses on liberal arts instead of science though the majority of its students need to learn science to succeed in vocational training.[13] Since 1973, the private sector and the nonprofit sector have been filling the void to provide adequate vocational education for Tanzania's poor students.[14] The private sector and nonprofits such as the Roman Catholic Church's all-male boarding school, Don Bosco, and the Evangelical Lutheran Church, operate female-dominated vocational/technical schools in big cities and male-dominated vocational schools rural areas, respectively.[15] In the 1980s and 1990s, for and non-profits' training centers trained over 90% of Tanzania's vocational students.[16] The Tanzania Vocational Educational Authority experienced budgetary shortfalls due to government budget cuts. Therefore, those living in poverty cannot afford vocational schools' fees and not enough resources are available to assist in paying the 2% school tax.[17] Since 2001, the demand for the Southern African Extension Unit's and NGOs' vocational/ technical training programs has been growing in Western Tanzania's Kigoma and Kajea regions since Burundi refugees have been settling or setting up camps there after escaping a human-itarian crisis in Burundi.[18]

In the United States, after school mentoring programs can increase the quality and quantity of education in low-income areas. **Effective afterschool mentoring programs must be cost effective, accessible, and convenient for families living in local income areas and have proven to be effective in improving students' chances of academic progress. When executed properly, after school mentoring programs can decrease high school dropout rates, increase high school graduation rates and college enrollment rates. Other benefits of mentorship programs include adequate preparation of high school students for AP exams, improved academic achieve-ment in reading, writing, and STEM subjects, and classroom skills development which leads to learning socially acceptable behavior.** In cooperation with the nonprofit sector, the private sector, and the public sector, i.e. U.S. Department of Education, higher education institutions, and state departments of education (especially those of New Jersey, New York State, and Oregon [19]), high schools have increased opportunities to access the financial resources to provide their students with afterschool mentoring programs.

In high school, after school mentoring programs benefit the majority of at-risk male teenagers prone to dropping out of high school in low income areas. Since 1988, 18-19 year-old males, whose gender composes the majority of New Jersey high school students, have a higher high school dropout rate and lower graduation rate than females.[20] As a result, in New Jersey high school dropout prevention mentoring programs primarily targeted at-risk males more than at-risk females.[21] "Research has demonstrated that for males, grade retention appears to be centered on school detachment and poor academics while grade retention for females appears to be centered on pregnancy."[22] Though The Urban Alliance designed its afterschool mentoring program to primarily benefit 17-year old

at-risk African-American females and single mothers living only with their mothers in low income households in Baltimore and Washington, D.C impoverished areas, males who also attended The Urban Alliance were 11 percent more likely to attend colleges/universities instead of community colleges and junior colleges and 20 percent more likely to complete college than males who did not attend The Urban Alliance.[23]

When most refugees arrive in the United States, their lives mirror those of U.S. citizens living in low-income areas. "However, only refugee children are five times more likely to be out of school. In 2015, one in every two had access to primary education, and three in every four had access to secondary education."[24] Internationally, "only 1% of eligible refugee students are able to access accredited [higher education] programs and do so mainly through scholarships."[25] Academic refugees, refugees whose lives are threatened by state and non-state actors for their knowledge, sources, and education could weaken the state and non-state actors' power and agendas, are also in need of academic aid to continue their higher education. Without nonprofits, refugees would almost exclusively rely on the U.S. Government and a few higher education institutions for assistance.[26]

Another benefit for attending college in the developing world is that young people must enroll in college expecting to earn the highest higher education degree to become their nation's most qualified job seekers for the highest-paying jobs.[27] For instance, although 29 percent of 18-23 year olds are eligible to attend higher education institutions in Pakistan[28] , only 8 percent of them enroll in higher education institutions. [29] 85 percent of them attend public universities "because of reduced tuition and fees, concessions, poverty, and other socio-economic problems, etc.".[30] In addition to scholarships from the University Grants Commission of the Pakistan Government's Higher Education Commission and USAID[31] , nonprofits provide scholarships for Pakistani 18-23 year-olds to fund their higher education. The increasing enrollment will benefit males more than females, due to certain gender norms in Pakistan.[32]

In conclusion, individuals must complete a secondary education to at least live above the national poverty level. The more government and other parties, i.e. nonprofits, assist in providing a quality education, the more likely that the individual will excel academically and complete higher levels of education. When educational resources are deficient, government and other parties can supplement them with programs and additional resources.

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5 "America After 3 PM Special Report: Afterschool in Communities of Concentrated Poverty (August 2016)," accessed February 5, 2019, afterschoolalliance.org/AA3PM/Concentrated_Poverty.pdf   I calculated the percentages from the population figures stated in the article. My calculations are consistent with the article's percentage growth estimates. The article used the following citations to denote its statistics: Bishaw, A (2014), Changes in Areas with Concentrated Poverty: 2005-2010. Ameri

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