Issues in Education Development in Developing Countries

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Abstract
In this report, we will discuss the types of education in its various stages, including formal, informal, non-formal, and distance educations, as well as online learning and blended teaching. We explore several issues of education development in developing countries in the 21st century. These issues include the following topics: Knowledge and learning skills, budgeting and management practices, immigration and brain drain, education and birth control; primary education outcomes, information gaps, improved knowledge about what students are learning and enhancing classroom practice. In conclusion, we present recommendations to fulfil the United Nation's vision of 2030 by providing opportunities for education for all.
Keywords: Type of Education, Quality Education, Educational Financial Management

I.   TYPE OF EDUCATION

I-1) Formal and informal Educations

The formal and informal educations are concerned with the necessary academic concepts, and the students learn face to face in the school through well-designed curricula. Around 1900, liberal education started in western countries comes close to the ideal of universal participation of children in school. The idea of universal mass education is, therefore, relatively recent, one that is still not achieved in many parts of the world. The modern educational system is the result of this progressive expansion of education. Today, primary education is considered a right and responsibility for all citizens [1,2].

Formal education provides the necessary knowledge to support social goals and development. Through informal education, social behaviour, and cultural awareness taught. Access to these education systems is independent of race, colour, or gender. According to the sustainable development group goal 4, Governments are responsible for providing education for all and supporting their public schools financially.

I-1-1) Theoretical perspective on education

There is no doubt that the formal education of individuals plays an essential role in social development. The learners can perform their jobs efficiently. It may create a gap in social inequality.

It is worth noting that some countries are biased in the distinction between male and female, and still prevent women from achieving a full measure of social equality, which is a burden on the life in these societies. Also, education providing two types of task jobs in the community, namely: manifest (or primary) professional jobs, and other tasks are latent (or secondary).

The early upbringing of children starts from pre-school and kindergarten and relies mainly on customs, traditions, and cultures that families have inherited through generations. As an example, the western culture is increasingly diverse. Therefore, students acquire different cultural standards, and the school systems transmit the fundamental values of their people through tasks such as upholding principles and values and respecting the authority and the law.

The school environment provides quality education for students through the system's appreciation of the vital role of teachers and those in charge of managing learning affairs. They allow students to acquire the skills necessary to meet the burdens of life in the workplace and society. The former education provides students with social security and finding a suitable job. Universities and higher institutes are considered the essential educational tributaries to qualify specialists in various fields and bring students closer to financial sufficiency to achieve societal peace. Another important latent function of formal education is the ability to work with others in small groups. Within the family in the home environment, the skill may not learn and can transfer to the workplace [3]. Through campus education, students can gain experience learning to tackle various political, social, and economic issues. Also, they can develop a policy of dialogues and accepting different opinions. In Table 1, we present the functions of formal education.

I-1-2) Learn about the different ways of teaching and educating students in schools.

Through face-to-face educational programs at the school, students learn concepts of values at all levels of the individual, group, and society. The school refines students and promotes not only self-respect but also community respect and the group's honour for the individual, as well as creating national affiliation and preparing students for competition and cooperation in life through sports and cultural activities. Students are usually interested in social studies where they learn history, language, and identity. The students classified at an early stage of the school based on their intelligence, superiority, and creativity. The student selection will be through strict evaluation tests and rules [4].

Table 1: The functions of formal education

Function	Activity
Manifest Functions	Represent all official jobs announced with specific tasks and goals.
Latent Functions:	They represent all hidden undeclared functions, have no job description, and may have some unintended responsibilities and consequences.
Socialisation	Courtship Transmission of culture social networks
Social control	Working in groups
Social placement	Creation of generation gap
Cultural innovation	Political and social integration

It is worth noting that to continue education in universities and higher institutes, the distinguished students must be prepared. Other students continue their education by enrolling in vocational training programs and acquire craft skills.

During the past decades, the United Nations programs have reinforced the importance of school teaching and learning to acquire the basic skills necessary for community development, especially in developing countries, achieving social justice and eliminating sexual and racial discrimination based on religious or ethnic grounds [5,6].

There is no doubt that emerging countries suffer from a low level of education due to the inability to afford the cost, regardless of the students' ability to superiority, and be creative. They increase the diversity of opportunities and achieve the principle of education for all. Often, students drop out of school at an early stage and stop continuing their education. They search for work to help their families to survive and to meet life's requirements from housing, health, and food, etc.

The cultural asset and knowledge abundance of nations help through formal education for the students' mobility between different cultures and the acquisition of skills and opportunities available from other societies. It depends on the level of families and their cultural awareness that generations inherit to preserve the cultural values of society. Who are not able to struggle to obtain their artistic skills from outside the social class through informal education, as well as in the hidden curricula, which indicate the type of non-academic knowledge that one learns through this system.

Through women's rights organisations reviewed the implications of gender inequality in education, as UNESCO reports highlighted that the illiteracy rate among the number of females in the world exceeds 850 million girls and women. In future, they expect the rate will increase, especially in developing countries in Africa and Asia [9-11].

In Europe and the United States, women's educational attainments have slowly been increasing concerning men's in all post-secondary institutions. University education is also more financially advantageous for women in Europe than men relatively speaking. Women with a higher education degree earn more compared to men. However, men with higher education have more job opportunities than women with higher education.

I-2) The E-learning

Since 1999 the term "e-learning" existed. Currently, professionals call it "online learning" or "virtual learning". It is worth noting that in the 1840s, long before the Internet era, students learned with the skills of writing techniques through shorthand and the formation of symbolic writing. They improved their writing speed. This method is still standard among journalists and reporters [12]. From 1924 to 1954, the school-education management developed a machine for evaluation of self-test systems. In 1960, experts began to provide a preliminary computer-based training model, and the world witnessed the first computing device. During the 1970s, online learning became a reality, especially in Europe. After that, the e-learning system spread and utilising the establishment of open universities. With the development of computers and the Internet, these universities began offering integrated educational programs and exchanging them with students by e-mail. Since 1980, students have used computers at home, which have helped them search for different subjects and topics efficiently. Nowadays, many students have skills in the digital use of knowledge. Now in many countries, education at schools and universities is supported by online learning and virtual teaching. This digital education

system helps students to overcome the geographical and transportation constraints to be able to attend their colleges.

Through education technology, the cost of distance learning is reduced and spread to wider audiences. Digital skills provide an opportunity to develop the management and efficiency of companies and organisations [12,13].

Many International universities offer individuals over the world an online academic degree (e.g. Bachelor, Diploma, Master of Science, and Doctor of Science). The investments in e-learning are increasing to support distance education and diminish the geographic gap between nations. It is accessible to shear educational materials such as videos, audio reports, and slideshows. Many e-learning systems existed to manage online courses and communications, such as the learning management system. Smartphones and mobiles widely used to receive online courses and applications.

E-learning has become more exciting than before. Study content can be quickly submitted and updated to give students the latest information. It became imperative to train community groups in e-learning, especially workers and employees of industrial companies. They should take advantage of the low costs and the ability of employees to study in the right place and time
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I-3) Blended learning
I-3-1) Definition and examples
The blended learning (B-learning) is a combination between the traditional education at school (or university) system and the digital distance learning. At schools, the teacher is the master of the learning process through face to face communications, while in the digital format; the student is more independent [14].
I-3-2) The idea behind this teaching method:
Step back from the dichotomy between the classroom and the computer. According to those in favour of B-learning, it's not an issue of committing to one or another system. Instead, it's about benefiting from the advantages that both methods of learning offer.
The key is in finding the right mix and in not abandoning (due to long-standing inertias or the latest trends) either of these two teaching methods. B-learning also referred to as "blended learning", "hybrid learning", "technology-mediated instruction", "web-enhanced instruction", and "mixed-mode instruction".

I-3-2) Advantages of b-learning
The key to successful b-learning programs lies precisely in being able to obtain the better of the two worlds.

The face-to-face training allows teachers to be in direct contact with their pupils, it facilitates interaction with the students in the physical world, and it is a useful tool by which to transmit knowledge. Its use can help us to organise tasks more efficiently, it can encourage teamwork, and it facilitates more personalised attention following the student's need.

On the other hand, online training provides students with greater flexibility as they can do through their course work anywhere and at any time that suits them. It is possible to send all education materials, documents (texts, videos, slides, audio, info graph, etc.) and a considerable amount of information as to each student's learning process.

We can apply this method to support many students at a low cost, and it facilitates updating the course content matter much more quickly. The combination of these two teaching methods (if it is done well, of course) is more efficient than face-to-face learning, and it increases students' motivation and implication [14].

Although the Definition of b-learning may well be simple enough, in actual practice, there is no single way of applying this teaching method. The e-learning is used either on or off-line; it depends on the course description, the subjects, and the teacher's acquirements. Teachers preferred the face-to-face classes in some cases; in others, they prefer to rotate between the two systems, or they may well prioritise digital teaching. For example, in the United States, the high network of schools has come up with a b-learning system in which many of the classes split half-and-half between face-to-face learning and digital learning. The corporate world has also given a warm and enthusiastic welcome to b-learning. For example, the school system in Europe and the USA included online videos as part of the corporate training that their employees undergo. Other companies have also taken advantage of the economic savings and the geographical dispersion of its workers to combine the courses they impart in their conference rooms with an ambitious. It is worth noting that so far; there is no way to define the types and descriptions of mixed education. This system not evaluated and developed to achieve best-desired results.
There are three models in the mixed education system, namely:
1- The rational model where students receive information from the teacher.
2- The cooperative model, students are learning through cooperation in groups.
3- Self-study model, students are using only computers and the Internet.

These models depend on the students' age and educational level. The third model is a system for the flipping classroom, where students come to school after viewing educational materials and video media, or some slides. Students can retrieve information by pausing the video and work at their own pace to understand their lessons. In the traditional form, the teacher is the stands between the students and the knowledge. By working in the flipping classroom system, students can use the Internet to search and audit for information and to renew contact times for teachers. In this case, the teacher works as a trainer and mentor dealing in detail with some applied educational materials. The flipping classroom system is a new method of teaching, in which students choose the right teacher to continue the process of effective learning. In Table 2 and Table 3, we review some of the advantages and disadvantages of this system.

Although the children and students enjoying the use of computers, the flipping classroom system required continuous simulation. This system considered as the right solution for people who are rush and need quick learning. In the traditional method, the teacher has to keep attention to the students all the time. Not all students can be motivated to self-study at home. They always need the support of the teachers.

Table 2: Advantages of Flipped classrooms

S.N.	Advantages
1	**Teacher interviews for students are repeated and at different times** This system gives the face time to face between teachers and students, which support communication and assistance as possible.
2	**More student collaboration/interaction time** Students have more collaboration time to cover subject activities, discussions, and peer-reviewing.
3	**Self-study learning** The student is learning at their pace and in their own time. It can be particularly useful for slower learners.
4	**Improved engagement** Students interact more in the flipping classroom as they research and complete activities and discussions on the topic of the lesson. It differs from the traditional method where the teacher provides all information to the students without any effort from them.
5	**Deeper subject understanding** Students acquire research skills and self-knowledge understanding
6	**Work accessibility** Quickly provide educational materials to help students organise their work and research online and complete their homework.
7	**May improve test performance** The flipped classrooms can improve quality education and student performance.
8	**Transparency for parents** Parents can follow their children and how they manage their study programs. Also, they assist whenever required.
9	**Absences aren't as problematic** Students can retrieve and follow the precedent lessons through the availability of study materials on the Internet.
10	**Richer content** The flipping classroom system provides richer content compared to the traditional approach. Teaching methods and tools will reflect on an in-depth understanding of the knowledge and topics of study.
11	**More freedom for the teacher** This system allows teachers to follow students freely and provide academic assistance and support promptly.

I-4) Advantages and disadvantages of online learning system

Now we are watching the world turn into a virtual digital system that will change our ability to collect vast amounts of information in a speedy time. It makes us most in need of living in this ever-changing world full of new opportunities. We need to learn the skills that enable us to catch up with this enormous digital.

Yet, the online learning system has not received the support and approval of all teachers. There are differences in views; some are optimistic; others are pessimistic and sceptical about the possibility of generalising this system to replace the traditional educational system.

In this regard, several questions arose, including the following [15]:

- How can a teacher efficiently deliver lessons online?

- Are all teachers interested in learning the electronic media necessary for a successful online learning system?
- Does this system provide students with unprecedented learning opportunities to improve the quality of education?

The answer to these questions requires identifying the advantages and disadvantages of this system so that the community can be prepared for this new educational environment and take advantage of the opportunities available. Figure 1 illustrates the main advantages of the online learning system, respectively.

Table 3: disadvantages of Flipped classrooms

S.N.	disadvantages
1	**Relies on student preparation** The flipping classroom system is not suitable for students who are not qualified and have autonomy. They cannot count on themselves for self-study.
2	**Increased screen time** This system requires computers that can work for long periods to continue searching for and completing the required activities and discussions.
3	**May exacerbate digital divide issues** This system requires a fast internet connection, so students can download educational materials promptly, which increases the burden on families who are unable to bear these expenses. It increases the digital divide between students.
4	**Time and effort for the teacher** In this system, teachers spend more time preparing the academic content compared to the traditional approach, that they repeatedly used in subsequent years.
5	**May not cover everything required for a test** Sometimes students are not committed to studying the subjects needed for the complete examination, which affects the evaluation process, compared to the traditional system

I-4-1) The advantages of the Online-learning system

There are many reasons why educational programs via the Internet have become popular among the students, especially in the stage of university education through distance learning. This system provides via the Internet clouds unprecedented opportunities for learning and improving the quality of education—the system allowed for the provision of training courses for teachers to enhance teaching skills over the Internet [15].

In this system, students and learners interact positively with teachers. They can discuss questions without fear or awe of being accused of stupidity and lack of interest. They can also remember and restore the most important dialogues and discussions as they wish**.** Thanks to the Internet and educational technology, the world has become so small as a single village. If all facilities are available, everyone can learn in no time about the latest inventions, know the political, economic, and social events of the world. It is necessary to make an effort at the global level to reduce the digital divide between who owns and does not have.

One of the essential features of online education is the ability to learn anywhere in the world. It also provides a high quality of education with flexibility in determining study time. Also, people with special needs and the elderly can continue their education and change their lifestyle. The online learning system helps to manage the culture of dialogue through in-depth analysis and follow-up. It is different from the traditional approach for face-to-face discussion where the analysis and immediate comments of the participants are required. The online learning system helps students to form small groups to exchange the achievement and to enrich discussions on issues related to the study program. The Internet provides a private environment for all participants in terms of identity, nationality, age, external shape, race, gender, etc.

The system focuses on the importance of significant interaction between participants to achieve the maximum benefit. Also, some experts or distinguished students from other educational institutes to participate in teaching some academic courses are inviting. Beyond the teaching and memorisation method used in the traditional educational system, self-teaching in virtual classes provides innovative new ways of learning through scientific and critical thinking. Moreover, educational institutions and teachers strive to perform online learning efficiently and effectively. Among the essential advantages of the e-learning system are the following:
Designing educational programs and packages according to the student's desire

- The system allows students to apply for registration without restrictions and across borders.
- Ease of organising study programs and determining when, where, and how.
- The system allows the use of various educational media such as scientific films, stereoscopic maps, cartoons, three dimensions images, and slideshows, etc., which makes studying enjoyable.

Nowadays, the expansion of the use of e-learning has become a necessity on an international level with increasing the number of students at all educational levels learning!

I-4-2) Disadvantages of Online learning system
Despite the advantages mentioned above of online learning, some weaknesses can affect the success of the system [15].

1. **Computer and Information Technology**
   - **Access to the digital system**

Successful online learning requires an electronic environment, digital background, and computer skills, as well as logistical support, especially in rural and low-income communities. In many countries, there is no internet connection, or in many cases, the link is prolonged and very expensive for users.

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Figure 1: The main advantages of online learning

   - **Computer Literacy**

The online learning system requires training in the uses of computer applications and Internet search engines to navigate between the various websites to obtain the required information.

   - **Limitations of Technology**

The efficiency of the online learning system depends on continued technical support to ensure the operation of Internet connections and the maintenance of computers. The technical faults affect persistence in the presence of students and teachers in virtual lessons and continuing studies. Thus, it reduces the confidence of the beneficiaries in this educational system.

2. **The Students**

Successful online learning requires students to be disciplined, organised, and self-motivated to benefit from this educational system. Therefore, this system is not suitable for young students or those who depend on the teacher in the traditional educational system.

3. **The Facilitator**
   - **Lack of training Qualities**

Successful online learning requires quality training for teachers to master the language and writing. This training is essential to improve the ability to communicate and positively interact with students during virtual classes. The deficit in training programs will weaken this system and lose students' confidence.

   - **The Administration resistance**

Unfortunately, there is strong resistance from some teachers and beneficiaries of the traditional education system to dealing with the online learning system, which weakens expansion and hinders long-term success opportunities.

   - **Drawback**

Online learning suffers from some of the disadvantages of practical training for students, especially if it is necessary to acquire professional skills in some areas such as engineering, medicine, and agriculture, and so on.

   - **Isolation**

One of the drawbacks of online learning is that some students experience loneliness and voluntary isolation. This phenomenon affects the efficiency and effectiveness of this system.

   - **Health concerns**

Online learning relies on the use of computers and other similar devices for many hours a day, which affects beneficiaries' health, especially in eye diseases, muscle stiffness and fatigue in the body, which requires following instructions to avoid these symptoms, which undoubtedly affects the spread of this type of education.

II. EDUCATION IN DEVELOPING COUNTRIES IN THE 21st CENTURY

Since the beginning of the twenty-first century, the world has witnessed the development of new technology for teaching and learning via the Internet and the digital revolution, lead to a qualitative shift in educational strategies to achieve the goals of education for all by 2030, through the efforts of the United Nations Sustainable Development Group. There have been many opportunities for the success of these ambitious efforts through developing curricula, training teachers, educational leaders, modern teaching methods, and so on. However, there are still some obstacles that prevent achieving these goals, especially in the area of free education and female education, as well as the quality of learning. The gap in learning outcomes is increased enormously in developing countries. Although education is essential for having a better life, the graduates are often finding that their knowledge did not comply with the demand of the labour market [16,17].

Schools and universities should offer multiple study programs in various disciplines to gain knowledge skills and professional experiences that enable graduates to compete and obtain relevant jobs to raise their standard of living.

Although the challenges that education systems will face during the covid-19 are many, there are some opportunities for improving the capabilities of educational strategy in developing countries and in contributing to sustainable development.

The demographic changes play an essential role in education development. For example, the population in developing countries is rapidly increased compared to the corresponding population in Europe, causing a severe problem to extend their primary education to all children and providing quality education. The demographic changes (especially most of the people in developing countries are living in rural and urban areas) put demands on education systems to provide opportunities for adult re-skilling and up-skilling. The rapid urbanisation adds pressure on urban schools and indicates that the population served by rural schools may thinly spread, necessitating new provision modalities [18,19].

On the other hand, today there are 214 million international migrants [20]. This number is likely to increase significantly in the future, leading to high levels of "brain drain" for some countries and "brain gain" in others. The indication indicated that education should prepare learners to live and work abroad. This system must adapt to the increasing demand for more transparency and effective methods for recognising qualifications.

Education in rural communities is the key to increase agricultural productivity and overall food security. Education is also a key contributor to the alleviation not only of income poverty but also of capability poverty. Conversely, poverty and hunger are critical impediments to significant uptake of education opportunities.

Educational policies, strategies, and programs, therefore, need to adopt a pro-poor perspective and remove poverty-related barriers to realising the right to education. Also, education and health are related. Educated people achieve better health outcomes, and healthier learners will achieve higher educational results.

One of the essential pillars of development is recognition of the role of quality education. It has an impact on improving the standard of living and cultural awareness of the importance of birth control. In this regard, education reform plans aim to enhance students' abilities to be productive members of society, thereby eliminating poverty and illiteracy. Recently, some developing countries are making efforts to raise the standard of living for low-income families. These countries are distinguished by a youth society that can be employed in various fields of sustainable development if they are well educated. They require setting up a healthy learning environment, providing free education, and linking to employment. However, the economies of these countries suffer from a lack of resources and serious investments, especially in the industrial and agricultural fields. These countries depend on making use of their natural resources and tourism services. These resources are insufficient to expand comprehensive development plans, especially in improving education in their societies [21].

Some countries improved their admission policy and education of children at the primary level. These optimistic indicators may lead to achieving learning goals, especially for young people in terms of reading and writing, which will reflect on the behaviour of society.

It is worth noting that the dropout rate of children from completing their studies is due to economic reasons, as low-income family's resort to using their children at work at an early age to increase their income. Therefore, the protection of the children is provided by increasing quality educational opportunities in the early grades to acquire life skills.

Finally, education reform in developing countries represents the real investment of millions of children to acquire writing, reading, numeracy, and critical thinking methods, which reduces the spread of ignorance, poverty, and disease. For the success of the reform plans, low-income families should be supported and encouraged to enrol their children in school while reducing the costs of education, as well as to care for teachers financially, and professionally.

Among the essential factors in the success of reforms and improving the quality of education are the following [21]:

- Develop a clear educational strategy at all levels,

- Infrastructure development and maintenance,
- Modernising educational management systems,
- Curriculum and academic content developments,
- Training academic and administrative cadres,
- Attention to the general health of students and provide meals.
- Providing the necessary budget,
- Improve evaluation methods and efficiency.

There is no doubt that the commitment to achieve the above factors requires international efforts, especially from donors, to help developing countries to intensify their work to ensure children enrolled in schools and the ability to continue learning and achieve the principle of education for all. Through the modest aid programs, some governments have been able to increase school construction rates, recruiting new teachers, and providing printed materials and textbooks. The educational policy planners were unable to address all the influencing factors mentioned above. For example, some of them were focused on the interest in training teachers and academic personnel but were no interest in developing curricula and teaching methods.

II-1) Budgeting and management practices

These pillars require pressure from outside government and donor agencies. They depend on the internal affairs of each institution, and the civil society groups may play an essential role in providing this pressure. For instance, the global education campaign has been successful in securing increases in donor funding from developed countries, and some evidence suggests that national education for all coalitions have influenced government budgets for primary education [22].

Also, the development of higher education in developing countries is much affected by economic growth and poverty reduction; it varies from one country to the other. Enhancing higher education may not make a difference in developing countries if other barriers to development play a determinative and negative role. The most significant obstacles facing educational development efforts in developing countries (especially in African countries) are the increase in the value of debts compared to national income. Without appropriate macroeconomic management, for example, new graduates will be less likely to find productive work. Good governance is another indispensable condition. Openness to trade - with provisions to ensure that these countries benefit from this openness and increase cooperation from developed countries. In this regard, governments should strengthen the capacity of university education to support their economic growth. Among the directions these governments can take measures of the following:

- To increase the cost of expanding higher education.
- Curricular reform.
- To evaluate data quality.
- Balance among levels of education.
- Disciplinary focus on tertiary education.
- To focus on data from developing countries.

Much of the cross-country work on higher education look at all countries for which there are data. Developing countries face significantly different challenges than developed ones. Separately and systematically examining the benefits of university education in emerging countries may lead to sharper conclusions than have been reached to date.

Therefore, it has become necessary to develop a comprehensive strategy to improve the capabilities of teaching and learning, which depend on identifying all activities and their fundamental and subsidiary processes for all educational pillars. It requires expertise in strategic education planning, using the concept of operational research and modelling approaches.

II-2) Information gaps

Civil society and other actors must build momentum to orient teachers, governments', and donors' attention toward the dire need to improve learning outcomes. For educational investments to translate into student learning, all people involved in the education process have to face the right incentives that make them act in ways that advance student performance. The fact that very little information is available about whether or not students are learning to read and write in primary schools is a significant bottleneck to creating system incentives for improving student performance.

In some countries, policymakers receive student results for their country by participating in international student assessments or by conducting their national assessments of learning. In most developing countries, however, the public seldom receives this information about the quality education of their children. Furthermore, test results often cannot be compared across schools, districts, or countries and from one year to

another, since technical issues are not dealt with carefully. Moreover, most often, these assessments are administered to students in the later grades of schooling when many children are drop out. While parents know how well students and schools fare on primary school leaving exams, few reliable, independent data were available to focus public attention and generate pressure for quality improvements in the first level of school education when it matters the most. Therefore, increasing public access to such information—and with it, pressure for educators and governments to use the data—is a crucial element of any strategy to improve educational quality.

II-3) Improved knowledge about what students are learning

Below, we propose two tools to improve knowledge about student learning and help realign incentives for more accountability for learning: Funding civil society assessments of school-aged children's reading and math skills at the regional, national, & community levels and strengthening the competence of government assessments.

Funded projects expected to assess learning outcomes, and the results will be shared and discussed with the public, education administrators, teachers, governments, and aid donors.

Parents and policymakers care about the learning outcomes in schools and provide a rough measure of progress. The parents themselves then work to pressure the government for needed change. Although civil society assessment of student learning is essential, governments themselves must track student learning. While most developing countries have national student assessment institutions, their quality and credibility vary considerably.

Few capture students in primary school and still fewer can provide timely information on student learning to districts and schools and the public at large. Digital information alone is not enough to drive improvements in student learning. Strong evidence indicates that what happens in the classroom—the teaching-learning process—is an essential process to determinants of student achievement. Yet, often government policies such as those around teacher training have failed to change classroom teaching practices. Many education policies geared to improve pedagogy have focused more on curriculum reforms than teacher practice. Those that have directly addressed pedagogy, such as introducing mother-tongue instruction, have often ignored the practical constraints on implementing these policies.

Moreover, essential classroom practices are often not addressed in teacher training. For instance, in most countries, teachers are not explicitly trained in methods of teaching children to read [23]. In general, these programs failed to change teaching practice for two main reasons:

1. They have not designed and implemented in a way to encourages and ensures broad uptake; and
2. They have not included efforts to analyse or document their impact on student learning rigorously.

It is worth mentioning that most efforts to enhance the learning method are very costly and only focused on changes in the classroom. These efforts are implemented only in a few schools. Although International donors were financing several projects managed by international staff which aims to support the education for all programs, the impact on improving teaching is limited. Because the support base within the country is weak and usually run parallel to the government system. The few projects that have focused on large-scale implementation in government schools have, by and large, lacked rigour in assessing student learning outcomes.

II-4) Improving Classroom Practice and Ensuring Broad Uptake

The instructional models used to support promising government schools and external impact evaluations. This model identified and assessed effectively a follows:

1. To ensure that improvements in practice, the following characteristics are introduced: a well-defined model including teaching methods; teaching materials; a teacher incentive system; and teacher development process to improve communications and knowledge transfer. The model must respond to existing school conditions (e.g. crowded classrooms, poorly motivated teachers with weak skills, teacher absenteeism, etc.) and make teachers' jobs more comfortable and more rewarding.
2. Costs that do not exceed what the government itself could conceivably spend;
3. Implementation in enough government schools – and with government support – to demonstrate that system-wide change is possible;
4. To generalise settings that could have a national and international demonstration effect.
5. The factors outlined above include the design of realistic costs, government engagement at the outset of the project, implementation in a large number of schools, and rigorous impact evaluations to determine what works. They help to reinforce and ensure that successful projects can be replicated and institutionalised across the country and the world. Significant challenges remain given the practical constraints to implementing instructional models where in-country

organisations and support systems do not have enough experience to finish the work. It is necessary to invest resources in the following activities 24.

6. Strengthening their organisations and expand their reach to implement large-scale projects.
7. Small organisations and individuals are identifying with promising classroom interventions to test if their interventions are viable and scalable.
8. Enhancing researchers, practitioners, and policy analysts inside the country to develop the expertise and skills required to conduct policy analyses and evaluate the results. Such support will ensure critical, ongoing input to public policy and practice in education.

Although critical, even if society and its government are aware that schools are failing even while proven instructional models exist, the amount of money for education will ultimately determine the successful changes. Both government resources and international aid are insufficient and, more importantly, for our purposes, inadequately oriented toward quality. Equally troublesome is that there are few accountability mechanisms for how money flows through the system and gets spent. In many countries, allegations abound that a significant amount of the funds allocated for education does not reach the schools.

Schools in developing countries embed in an education system that stretches from villages to the corridors of the government-aid offices. Education is by and large a national endeavour; therefore, long-term changes in education will only occur if the necessary systems and processes are in place at the country level. All three areas of investment maximised the impact of the strategies described above. They must pursue concurrently within a country in which to concentrate investments based on the following three criteria:

- Need, including low or middle-income status, people earring 2 $/day and little voice of the poor.
- Political feasibility includes political eligibility, political stability, and government effectiveness.
- Favourable implementation conditions include the existence of possible partner organisations as captured by NGO presence, the political will to improve, and other relevant policies, such as some commitment to assess educational outcomes.

From the discussion mentioned above the efforts to improve quality through education policy reforms were not fulfilled in developing countries.

A theory of change in which three key levers are necessary to drive improved learning within a country's school system: pressure, knowledge, and resources. At the crux, of the theory is to provide the following:

1. More attention to and accountability for student learning exist in a country if governments and educators know effective instructional models that can be scaled,
2. Make availability of the necessary resources to ensure student learning,
3. Policy and practice within the system (from donor practice to teacher behaviour) will change to produce improved student learning.

Though these three conditions alone are not sufficient, we believe that they are all necessary. By investing in all three mutually- reinforcing areas within a country, expects to maximise its impact on student learning. Promoting systemic change in education, however, is a complex and context-specific task. The analyses of the forces which may drive a system-wide shift in target countries help to identify the decision-makers that must influence, the tactics that may effectively influence them, and those organisations that can effectively pursue those tactics. Just as the particulars of the strategies will vary between different nations, and by no means are these strategies all-encompassing.

Instead, these three strategies designed to address those crucial bottlenecks to improving quality that a foundation may be able to influence. Ultimately, suppose educational systems can make improvements in the quality of education, particularly in the early educational stage. In that case, such modifications will help to guarantee a literate, healthy, economically productive population for generations to come.

III. CONCLUSION

From the previous discussions, it becomes necessary to review the education plans that were drawn- up before the emergence of the Corona pandemic, especially those plans related to the children's early education program and fulfilling the United Nation's vision of 2030 by providing opportunities for education for all. These goals may achieve by considering the following recommendations:

- Providing free and compulsory primary education for children with attention to female education along with males by 2030,
- Updating educational curricula,
- Improving quality education,
- Attention to literacy programs, especially in poor communities,
- Increasing the efficiency of technical knowledge to acquire professional skills
- Supporting the secondary and university educations.
- Enhancing teacher education system.

- Training teachers and students to take advantage of the potential of online learning.

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