As has been mentioned, there are still millions of children without access to primary education. Despite the optimism of programs such as the UN Millennium Development Goals and their objective of having all children attending school by 2015, some, such as Irina Bokova, who serves as the top representative of UNESCO in Paris, has said that this is “impossible” to achieve by the initial timeline that has been set (Coughlan, 2013). Other organizations, such as the Institute for Security Studies and the Frederick S. Pardee Center for International Futures, wrote as early as 2011 that “the very low starting point in enrolment levels for many African countries has made the goal of universal primary education by 2015 unreachable,” and thus, they have argued that by modeling successful programs, the hope is to reach universal primary education in Africa by 2030, and overall universal education five years later (Gehring et al., 2011). Nevertheless, Bokova did stress the great strides have been made to reduce the number of children without access to primary education. Furthermore, she pointed out that the world has done a better job of focusing not only on the number of children attending classes but also on the quality of schooling that they are receiving (Coughlan, 2013). Because of issues some related to the education that is being offered—which are believed to exist, given the high illiteracy rates among some children who are attending school—“UNESCO is planning to produce a new set of global metrics to measure what’s actually being learned in primary classrooms around the world” (Coughlan, 2013).
Organizations such as UNICEF (2009) and the World Bank have set out different steps that they believe can help states abolish fees, and in turn work toward the overall objective of universal education. In no particular order, they argue for

1. Defining a leadership and management mechanism that is mandated at the highest level, supported by national consensus, and backed by the best technical expertise available;
2. Creating a comprehensive situation analysis of school fees, related costs, school population and enrollment statistics, and existing resources;
3. Setting priorities on the types of fees to eliminate first; the sequencing of school fee abolition according to geographic area, grade, age, and/or socioeconomic characteristics; and prioritizing children needing more than school fee abolition;
4. Estimating costs related to the range of policy options and identifying sources of local, national, and international financing;
5. Maintaining the focus on quality issues;

Within this framework, they also outlined ways to increase the number of teacher positions, as well as improve upon existing positions (UNICEF, 2009: 67–70). \(^1\)

There are many actors that must continue to work on these issues in order for the global society to reach the ultimate goal of universal child education. One of the most important policies that must be adhered to is that of ensuring completely free schooling for all children. But along with the abolishing of fees, programs must also consider helping families who have difficulty sending their children to school, even when school is free. As mentioned, the reason why a family may decide against sending a child to school may be because they need that child to work; the opportunity costs for the family may still be too high to send their child to school. Or, even if the family does send their children to school, financial help may still be useful, particularly since students have additional challenges when attending school, such as being “ill-nourished, hav[ing] to work long hours at home, walk long distances to school, or live under conditions in which they cannot do their homework” (Fredriksen, 2009: 11). In turn, there are strategies that may help families. For