

'Education for all' through privatisation?

BASIC EDUCATION AS A HUMAN RIGHT

Larry Willmore

The Universal Declaration of Human Rights promises free elementary education and free choice of the type of education. International fora emphasise the first right while neglecting the second. This is unfortunate, since school choice can reduce costs and increase the attractiveness of an educational system. This essay examines arguments for limiting choice of free education, often to schools owned and operated by the state. It finds each of them to be unconvincing.

Introduction

The Universal Declaration of Human Rights, adopted in 1948 by 58 member states of the United Nations General Assembly, recognises basic education as a human right and calls for primary education everywhere to be both compulsory and free (Article 26). Education, of course, is not literally free: funds are needed to pay teachers, build schools and purchase supplies. What is meant is that basic education is to be financed by general taxes rather than by user fees.

The General Assembly did not set a timetable for action, but it eventually became evident that progress in reaching the goal of free and universal education was painfully slow. Four decades after adoption of the Universal Declaration of Human Rights, more than 100 million children had no access to primary schooling, and millions more attended schools that failed to equip them with even minimal levels of literacy and numeracy. In 1990, delegates from 155 countries and representatives of 150 organisations met at Jomtien, Thailand, at the World Conference on Education for All, and pledged to provide basic education for all – youth and adults as well as children – by the year 2000.

Once again, progress was slow; consequently, the goal of 'education for all' was not reached. The number of children in school increased from 599 million in 1990 to 681 million in 1998; but the number of children out of school also increased, from 100 to 113 million, and adult illiteracy remained high. Everywhere there is a large wealth gap – children out of school are predominantly from families living in poverty – and there is a gender gap as well in Western and Central Africa, North Africa and South Asia, where children out of school are disproportionately female (Filmer, 1999).

At the World Education Forum 2000, in Dakar, Senegal, delegates moved the target for achieving

quality basic education for all to the year 2015. The General Assembly, in its Millennium Declaration of 8 September 2000, gave a high profile to this target by agreeing:

'To ensure that, by the year 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and that girls and boys will have equal access to all levels of education.'

This goal was less ambitious than that set in 1990, for the target date was 15 years distant, rather than ten, and there is no mention of providing basic education to illiterate or innumerate adults and youth. Nonetheless, reaching the goal will not be easy, 'for in developing countries, one child in three does not complete five years of schooling' and 'the quality of education remains low for many'. The strategy for reaching this target involves 'urging national Governments, local communities and the international community to commit significant resources towards education such as school buildings, books and teachers' (United Nations, 2001).

Fortunately, improving the quality of schools increases very much their attractiveness to students. Unfortunately, increased expenditure alone is not likely to produce significant improvements in quality. This is very clear in the *Public Report on Basic Education in India* (Probe Team, 1999), and from earlier work of Drèze and Sen, who conclude that 'it would be naïve to think that India's educational achievements can be transformed simply by spending more, and especially by spending more on the same – or a smaller number of – teachers. Achieving a real change in the situation of primary education in India is a much more demanding task' (Drèze and Sen, 1995, p. 123). This essay concentrates on India because that large country is home to a disproportionate number of the world's illiterates and because the Probe study leaves

The Basics Of Primary Ed

Colin Conner, Brenda Lofthouse



The Basics Of Primary Ed:

Introduction to Primary School Teaching Colin Forster, Rachel Eperjesi, 2024-01-05 This book gives primary student teachers the professional knowledge required to succeed in the classroom and an understanding of how to develop their teaching skills throughout their teacher training course Taking the key themes of the ITT Core Content Framework this comprehensive book covers every major aspect of contemporary teaching and supports new teachers in reflecting on what good pedagogic practice looks like and how to develop this through observing and learning from expert colleagues Case studies based on real examples provided by headteachers and other experts offer the chance to explore day to day teaching issues in real life Critical tasks and question guides challenge readers to deepen their practical knowledge This is essential reading for all students on primary initial teacher education courses including university based PGCE BEd BA with QTS and school based School Direct SCITT Teach First routes into teaching

An Introduction to Primary Physical Education Gerald Griggs, Vicky Randall, 2022-02-07 Now in a fully revised and fully updated new edition this comprehensive introduction to the teaching of Physical Education in primary schools is still the only textbook to cover the full sweep of the subject from policy and curriculum developments to best practice and current debates Written exclusively by primary Physical Education specialists with primary school teaching experience the book highlights the importance of Physical Education in the primary curriculum and the key issues facing primary teachers today such as inclusion training needs and the development of creativity Central to the book are core chapters that examine each functional area common to many primary Physical Education syllabi including games dance gymnastics athletics and outdoor learning and give clear practical guidance on how to teach each topic This new edition includes three completely new chapters covering leadership stakeholder interest in Physical Education delivery and how to manage transitions Rooted throughout in sound theory and the latest evidence and research this book is essential reading for all students trainee teachers and qualified teachers looking to understand and develop their professional practice in primary Physical Education

The Study Of Primary Education Colin Conner, Brenda Lofthouse, 2003-10-04 The four books are intended to be used by students taking BEd or PGCE courses and by teachers in service taking diploma or higher degree courses in primary education The material extracted can be used by tutors as a focus for seminars or as reading to back up lectures and by students as a source for essays or as a starting point for further reading The books are not intended to be read straight through from cover to cover but can be selectively and flexibly used at various stages in the course For convenience the extracts have been organized into a number of sections Volume 1 comprises extracts which examine primary education from historical ideological philosophical sociological and psychological perspectives Volume 2 deals with curriculum studies Volume 3 with school organization and management and Volume 4 with teaching and classroom studies Because of limitations of space primary education has been confined to the education of children aged 5 to 11 though the compilers acknowledge that in doing so they may offend those teachers in nursery or middle

schools who regard themselves justifiably as primary practitioners **Primary Education** Singh & Sudarshan,2003

Contents The Development of Primary Education The Teacher and the Purpose of Primary Education Control of the Primary Curriculum The Primary Child and the Teacher s Training School based Curriculum Development in Theory and Practice One Approach to Primary Education An Enabling Curriculum The Teacher and the Ethos of the School Children s Perceptions of Teachers Teacher s for an Enabling Curriculum Children s Response to the Primary Curriculum Change and the Primary School **The Routledge Companion to Primary Education in India** R. Govinda,2023-12-01 This companion gives a comprehensive overview of the history of primary education in India It presents an analytical narrative of the progress of primary education as a national endeavour in colonial post colonial and contemporary India and studies its transformative policy journey culminating in the adoption of education as a fundamental human right The book looks behind and beyond stated policy goals and outcomes to examine the processes involved in implementing positive change and discusses the underlying socio political factors affecting education in India The author also shares reflections on the reform measures needed to achieve the goal of education for all in India Rich in archival resources this companion will be essential reading for scholars and researchers of history of education education Indian history colonial history and South Asian history It will also be useful for policymakers organizations and professionals working in the field of education **Foundations of Primary Teaching** Denis Hayes,1999 This book offers an accessible yet rigorous text on the inter related aspects of primary school teaching and the teacher s role balancing theoretical concepts with practical exercises and solutions The Study of Primary Education Brenda Lofthouse,1990 **Primary Education** Murray Homes,1967 **Handbook of Primary Education in Europe (1989)** Maurice Galton,Blyth Alan,2018-02-06 Published in 1989 in conjunction with the Council of Europe this book is a major source of reference for those interested in the comparative study of primary education in Europe Whilst there is much material available at secondary level there is little information about the organisation and practice of primary education in different European countries This book based on reports and case studies collected by the Council of Europe as part of its five year project Innovation in Primary Education in Europe remedies this providing an essential resource in the area Divided into six sections each contributed to by member state of the Council of Europe this book covers topics including organisation policy and practice professionalism in primary school teachers and innovation in primary education **Education and Development: Innovations in delivering primary education** James Lynch,Celia Modgil,Sohan Modgil,1997-01-01 This volume of the series that debates the need for universal primary education is concerned with the good behaviour of would be educational innovators in developing countries The text looks at the need for a code of practice and relating that to issues of economic realism human rights sensitivity ecological responsibility and educational effectiveness **Reviews of National Policies for Education: Basic Education in Turkey 2007** OECD,2007-10-26 This comprehensive review of education policies in Turkey covers primary secondary and vocational

education and related issues It finds that an improving economy and governmental continuity provide an unprecedented opportunity for reform *Primary Education From Plowden To The 1990s* Norman Thomas,2013-08-21 The Plowden Report delivered high ambitions for more equitable treatment of the under fives and intended to allow parents and children more influence Examining how these recommendations have worked in practice this volume considers changes due to the 1988 Act

Effective Use of Active Learning Applications Meryem Nur Aydede Yalçın,2020-01-20 In modern education approach development in the modern science and technology is directly related with the getting a success on the science education is accepted So all societies should be able to develop understand and use the technology and each person in the society should be literate of the science in today s world Therefore learners of educational institutions organizations should be grown having specific features like problem solving skills critical thinking creativity independence self confidence abilities As a result having these skills and abilities depend on to have a learning process which have developed perfectly In science education instead of teacher centered methodologies learner centered ones should be included This idea refers to active learning The idea is to bring together the international group to share experiences and work together in the field of effective use of active learning applications in science education arose Life Long Learning programme Leonardo da Vinci Project During the project the contact pearson of each institution Meryem Nur AYDEDE YAL IN from Nigde University Turkey Elena Anghel from Training cons 2005 Romania Giuseppe DOTI from Associazione Antares Italy Vida DR SUT V eMundus Lithuania Pedro Jos LEIVA PADILLA Leiva Formacion Spain Christos NICOLAIDES Dekapulus Business Services LTD Cyprus J nos PALOT S Foundation of Knowledge Hungary Oana Cristina TURTOI Repere Association Bacau Branch Romania Danut VIZMANAIT Trak vietimo centras Lithuania discussed the lots of situations in effectiveness of active learning in different European Regions This book brings some new views to active learning approach with the selection of the outputs of this project You can find different usage of active learning applications of seven different countries Turkey Romania Spain Italy Hungary Lithuania and Cyprus in this book **Thinking Through Ethics and Values in Primary Education** Gianna Knowles,Vini Lander,Sally Hawkins,Carol Hughes,Glenn Stone,Linda Cooper,Barbara Thompson,2012-05-18 Thinking Through Ethics and Values in Primary Education is an accessible text that encourages readers to explore deeply the ethics and values surrounding primary education The text helps the reader to critically reflect on the principles that underpin education Specifically written for education students in the later years of their course the text draws on research and practice to explore the challenges and opportunities involved while helping to develop the reader s own critical thinking skills The book begins by asking what are ethics and values and goes on to explore social diversity and society and education It considers ethics and values and the curriculum school organisation and the classroom A chapter on ethics values and the teacher encourages the reader to examine their own thoughts about education Throughout practical guidance runs alongside structured critical thinking exercises to help the reader and reflect on both theory and practice About the Series Thinking

Through Education is a new series of texts designed and written specifically for those education students entering the second or final phase of their degree course Structured around sets of specific skills each chapter uses critical thinking and reflective exercises to develop greater subject knowledge and critical awareness Primary Education Anna

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Dadds,1990 These books were compiled to help the professional development of primary school teachers and represent wholly enlarged updated and revised editions of the three primary source books published by Falmer Press in 1985

Teaching Classics Worldwide Steven Hunt,John Bulwer,2025-02-06 Designed for instructors in schools and universities as well as stakeholders and policy makers in education everywhere this book is a systematic guide to contemporary school teaching of classical languages literature and civilisation in major countries across the world This book examines the trends and assesses the rationale for such diversity in programmes of study and asks the question What are classical subjects for in today s schools Each chapter is arranged by geographical area and draws on the experiences of teachers and other education experts in each country commenting on contemporary practices Themes such as the impact of national education policies enrolment assessment accessibility and inclusion are discussed The teaching of Classics has wide variations in practices and purposes from one education system to another in some the teaching of Classics continues to be focused on the mastery of

language and grammar in others active use of the ancient languages is growing in popularity and yet in others the focus is shifting towards the study of the languages and civilisations in translation Presenting an overview survey and comparison of practices across the world this book is essential reading for instructors and teaching training courses in the world of classical education Maintaining Universal Primary Education Council for Education in the Commonwealth (Great Britain),2009 Explores the various economic political and social pressures which may affect the progress of educational provision as well as the different national educational policies and strategies themselves as they play out in five very different Commonwealth African countries Ghana Kenya Nigeria Tanzania and Zambia *Transformative Links Between Higher and Basic Education* Karuna Chanana,2004-08-30 There is a deep gulf between institutions of higher education and basic education in India fostered to a large extent by a skewed education policy The contributors to this important volume start from the premise that universities have a social obligation and that extension programmes are a way of fulfilling them They set out the empirical contours of the grassroots work which establishes the interface of universities with societies In doing so the volume spells out the different dimensions of and kinds of linkages between higher and basic education Bringing together scholars and activists from diverse fields it shows that basic education is taking place in different settings and locations despite formidable obstacles

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