

GENERAL ASSEMBLY
OF THE
STUDENTS'
LEAGUE OF NATIONS

BBC



The Open
University

SONY

TRINITRON KV-1442UB

GENERAL ASSEMBLY
OF THE
STUDENTS' LEAGUE OF NATIONS

Eliminating the
traffic jams
on the road to
freedom

1. Why is education important?
2. Some history



1. Why is education important?
2. Some history
3. Where is education lacking?
4. What are we doing about it?
5. What is a quality education?







Education for All



Constitution (1945) of the
United Nations Educational, Scientific and Cultural Organisation

*“For these reasons, the States Parties to this Constitution, **believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined...**”*

“We re-affirm the vision... that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of that term.”

EDUCATION
FOR
DEVELOPMENT

INVESTING
IN
HUMAN CAPITAL

EDUCATION

AS A

HUMAN RIGHT

DEVELOPMENT
AS
FREEDOM

Amartya Sen

(OUP)

DEVELOPMENT...

is the process of
expanding the real
freedoms that people
enjoy.

PIONEERS OF POPULAR EDUCATION

Hugh Pollard

(John Murray)

“”And what do you teach the children?””

“”Nothing, Sir.””

“”Nothing! – how is that?””

“”Because,” replied the man, with characteristic simplicity, “I know nothing myself.””

“”Why then were you instituted schoolmaster?””

“”Why, Sir, I had been taking care of the village pigs for a great number of years, and when I got too old and infirm for that employment, they sent me here to take care of the children.””

JAPAN

Meiji Restoration 1867

JAPAN

Meiji Restoration 1867

Education Act 1872

“learning is the key to success in life, and no man can afford to neglect it. ... everyone should subordinate all other matters to the education of his children. ...Henceforth, through out the land, without distinction of class and sex, in no village shall there be a house without learning, in no house an ignorant person.”

JAPAN

Meiji Restoration 1867

~ 30% literacy

~ 10,000 terakoya schools

UNITED STATES OF AMERICA

Massachusetts 1852

Compulsory school attendance

UNITED STATES OF AMERICA

Massachusetts 1852

Compulsory school attendance

Massachusetts Act 1642

Placed on parents, and on the masters of children who had been apprenticed to them, the responsibility for their basic education and literacy

EUROPE

Compulsory schooling

BRITAIN 1880

FRANCE 1881

THE AUDIT OF WAR

Correlli Barnett

(M Papermac)

‘Lumping the samples from Cardiff, Glasgow and Liverpool together, probably no more than one youth in a hundred had emerged from the education system with any paper qualification whatsoever, scholastic or vocational.’

Disinherited Youth

Carnegie Trust Report 1939

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THE BAD NEWS

- ~ 103m children – no school
- ~ 100m children – early drop-out
- ~ 800m adult illiterates

THE GOOD NEWS

1975 – 500m in school

1998 – 680m in school

THE GOOD NEWS

1975 – 500m in school

1998 – 680m in school

2005 – 700m in school

2015 – 770m in school

The Challenge

- Most developing countries must sustain a 5% annual increase in enrolment until 2015
- Some require a 10% increase
- 32 countries likely to miss target

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**Education
for All**

Dakar Follow-up + 1

GET EQUAL



Education
for All

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GET EQUAL

G = Girls and Gender

“to eliminate gender disparities in primary and secondary education by 2005

and achieve gender equality by 2015

with a special focus on ensuring full and equal access for girls to basic education of good quality.”



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GET EQUAL

E = Elementary/Primary

“to ensure that by 2015 all children, especially girls, children in difficult circumstances, and from ethnic minorities have access to and complete free and compulsory primary education of good quality.”

GET EQUAL

T = Training

“to ensure that the learning needs of all young people are met through equitable access to appropriate learning and life skills programmes.”



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GET EQUAL

E = Early Childhood

“to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”



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GET EQUAL

QU = Quality

“to improve all aspects of the quality of education to achieve recognised and measurable learning outcomes for all – especially in literacy, numeracy and essential life skills.”



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GET EQUAL

AL = Adult Literacy

“to achieve a 50 per cent improvement in levels of adult literacy by 2015, especially for women, as well as equitable access to basic and continuing education for adults.”



Education
for All

Dakar Follow-up + 1

Education for All

- Primary responsibility with country
- Plans to be produced
- *“no country seriously committed to Education for All will be thwarted in its achievement of this goal by lack of resources.”*

Education for All

- Primary responsibility with country

(on average 97% of resources for education in developing countries come from the countries themselves)

EFA – THE COST?

Extra \$7-8 billion per year
(UNICEF, OXFAM)

Extra \$13-15 billion per year
(UNESCO, World Bank)

Education for All

a challenge of co-ordination

IDA (International Development Assistance)

HIPC (Highly indebted poor countries)

PRSPs (Poverty reduction strategy papers)

UNDAF (UN development assistance framework)

CCA (Common country assessment)

The G8 Summit

Education for All

- Primary responsibility with country
- Plans to be produced by 2002
- Involvement of civil society

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How much education does it take to make a difference?

'countries may be trapped in a low-returns equilibrium until their level of human capital accumulation rises beyond five or six years of schooling. Once the threshold is passed, countries seem to achieve a higher steady-state growth path.'

The World Bank

human capital

social capital





recto



verso



Recto



Verso





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