CHAPTER-5

COMPARATIVE STUDY OF EDUCATION IN OTHER COUNTRIES
COMPARATIVE STUDY OF EDUCATION IN OTHER COUNTRIES

The Indian Best Educational systems in the world education system.
The first time in Indian history. People took to the struts to fight for
education. The children’s education is a basic and fundamental right. Men and
women travelled from all over India to show their support for a bill which
would make elementary education for children between the ages of 6 to 14
compulsory many of the protestors were from poor rural areas where
education for children is especially bad in terms of facilities. Quality of
teaching and experts.

Indian context right to education may be discussed in three phases: first
position before 86th Amendment Act, which is the position of the original
constitution and gives the Idea of what constitution makers intended to do,
second aspect is the contribution of the Judiciary in realization of the
fundamental right to education and third. What is done by policy makers to
realize this constitutional mandate i.e.

The Educational status of women and the physically and mentally
handicapped who constitute more than half of the population of our society, is
studied in India. It appears that there is very little evidence indicate the
educational status of women before the 18th century. The nineteenth century
reformist movements have pressed for a change in the Indian society of cope
with and benefit from modernity while emphasizing the greatness of India’s
ancient heritage. In this process education was considered as an important tool
to help the women to become good wives and mothers. But in the post-
Independence period, a new dimension for the acceptance of education for
women has also emerged.
5.1: Education in India

(I) Evaluation Of Education

The strategy of evaluation seeks to make a virtue of necessity, by looking at the patterns of intervention and trying to find whether any systematic changes in pupil, teacher, or school behavior occur in conjunction with these. The results of these enquiries may only point to better questions around which future evaluations might be designed. We now take the main objectives of change in turn, explain he method of data collection, and present the results where data could be collected. In referring an individual pupil, a teacher is suggesting that this pupil’s behavior causes difficulties to a significantly greater observation; it is impossible to determine the nature of the behaviour and the circumstances in which it arises. It is necessary to rely on the teacher’s perception of the pupil’s behaviour.

The analysis of social skills which we have found the most useful involves ‘micro’ or basic skills and ‘macro’ or complex skills. Thus, qualities like eye contact, posture, voice quality, and perception of facial expressions are micro skills. More complex interactions like apologizing, making friends in a new place, temper control, collaborating, are macro skills. Each session follows a broadly similar pattern: introduction of theme, instruction and discussion, modeling of behavior, practice and feedback. All the work is done in small groups of no more than either. The theme is often a macro skill within which one or two micro skills may be picked out for certain individuals.

(II) Primary Education

The concept of ‘primary education’ as a distinct area of development was fully established five years before the next report of the Consultative Committee appeared. Certainly the Board did everything it could to keep the concept alive, and after its publication in 1928. The new Prospect in Education, L.E.A's drew up schemes for the full provision of 'post primary'
education for children of 11+ along with the lines indicated in the Hasow Report. There can be little doubt that the later Hasow Report of 1931, *The Primary School*, was one of the most important that the Consultative Committee produced. There is a tendency to look upon it as little more than a historical curiosity; certainly beside the Plowden Report of 1967 it appears a very slim and modest volume, indeed, and although it took two years to produce its gross cost was minute compared with the cost of Plowden.¹

Some shift towards a kind of collaborative decision-making about curriculum matters has been proposed by a number of commentators on primary schools, including Coulson and Razzell, although the latter appears, as Harling shows, to understate the obstacles to such an approach being adopted generally. The problem may not be so much the attitudes of head teachers as those of other teachers. When head teachers delegated responsibility and authority to their deputies, according to Culson and Cox, the problem was that other teachers did not accept the transfer of authority as legitimate. This brief review of the internal factors has been deliberately uncritical of them in order to report in summery form the prevailing view of the internal culture of primary schools. This internal culture is seen as structuring both teacher relationships in primary schools and teacher perceptions of curricular authority in classrooms and schools so as to provide a major constraint on postholder-led curriculum initiatives development.²

*(III) Change And The Primary School*

Circumstances-norms of professional discourse, initial training, the organisation and culture of the school-combine both to discourage a constant and critical perspective on change and to deny access to the requisite

---

¹ R. K. Rao "education in India". Page no. 46
² R. K. Rao "education in India". Page no. 116-117
knowledge and skills. This is certainly not to say that such capabilities do not exist, but rather that the many teachers who seek and gain such a perspective do so often in the face of considerable contrary norms and constraints.

Their resources are personal rather than situational, and their insistence upon swimming against the tide and valuing reading, theorizing, ideas and argument can cause them acute problems in certain school settings where, perhaps. They risk the charge of ‘airy-fairy’ indulgence or of encroaching on the territory of the head as the school’s resident and sole philosopher. Handling change within schools depends on comparable abilities—the teacher needs to be able to analyse situations, diagnose needs, conceptualise and appraise alternative strategies and solutions, and evaluate their implementation.

In evaluation a predetermined set of focuses, criteria and methods is imposed without regard for existing evaluative processes. Both tendencies are a consequence of factors we have touched on at various points in the book: the failure of the primary teaching profession to develop an adequately rational and general sable language of discourse about its tasks and activities which could hold its own against that of academics, researchers and policy-makers; the acquiescence of the profession in the elevation of the one sort of language and the one sort of activity over their own; their acceptance of an oversimplified and scientist view of knowledge which unduly favoured the claims to ‘fact’ and ‘proof’ of social scientists and evaluation techniques; the power differential in such matters between the class teacher on the one hand, and the academic researcher, LEA adviser to administrator on the other; the presumptuousness of administrator of some in the latter groups concerning the relative merits of their own and teachers’ procedures; the exacerbation of these tendencies (a) by a dominant primary school culture which isolates and parochialises the class teacher and (b) by teachers’ lack of influence, relative to other groups in the educational world, on the vehicles for generating and disseminating ideas—books, journals, conferences and professional networks.1

1. R. K. Rao "education in India". Page no. 140-141
(IV) Problems And Solutions In Higher Education

The need for greater flexibility in patterns of teaching and learning was, therefore, highlighted, as was the adoption of a more market-oriented system. Greater emphasis was also to be placed on quality assurance to ensure the enhancement of the quality of both teaching and learning. Thus, the ground rules were set out for a model of mass HE. There has since been fairly wide spread discussion and debate about how to cope with expansion on the scale proposed and within the context of an overriding concern to maintain quality.

1. Modularization
2. Credit accumulation and transfer scheme (cats)
3. Accreditation of prior learning/prior experiential learning apl / apel
4. Open learning
5. Staff development
6. Regulations issues

(V) Adult Education

There are many individuals who are chronologically adult but who show a marked disinclination to behave in anything approaching a self-directed manner in many areas of their lives. Self-directedness is rather being advanced as a prescriptively defining characteristic of adulthood. Hence, for an act of learning to be characteristically adult, it will have to exhibit some aspect of self-directedness. But before examining further the nature and form of self-directedness, let us consider the range of theoretical perspectives that have been elaborated with regard to adult learning. To specify generic principles of learning is an activity full of intellectual pitfalls.

Even if we leave aside the variables of physiology, personality, and cultural background, we still have to consider the implication of those developmental theories that hold that adult function in very different ways when responding to the societal and personal imperatives required of them in young adulthood, midlife, and old age. This suggests that the generic concept
of adulthood is so broad and oversimplified as to be of limited use as a research construct. Nonetheless, in the last twenty-five years a number of respected theorists have made an attempt to identify generalizable principles of adult learning in their quest to build a theory of adult learning that would aid practice. The earliest of these attempts was that of Gibb, who presented the following principles of adult learning as the basis for a “functional” theory:\footnote{R. K. Rao “education in India”. Page no. 160}

Learning must be problem centered, learning must be experience centered, experience must be meaningful to the learner, the learner must be free to look at experience, goals must be set and pursued by the learner, and the learner must have feedback about progress toward goals. As with other specifications of principles of adult learning, however, what Gibb actually offers is a mix of pedagogic procedures and learning theory. Following on from Gibb, Miller identified six crucial conditions for learning premised on the belief that at the higher levels of human development in adulthood cognitive models of learning, rather than behaviorist ones, were necessary.

Here too, through, careful involvement is required of the part of committed adult educators to ensure that enthusiasm for the available technology and a capability to neatly pre-package learning materials at central locations do not supersede the need for locally oriented educational support. Without the latter, which usually means provision for some face-to-face interaction between educator and students, distance education can become a vehicle for a kind of cultural invasion in which communities are envisaged as ‘reception sites’ for the technology and methodological approaches of distance education specialists. This is most evident, for example, where distance education courses emanate form a central location within the dominant culture for delivery to aboriginal people in remote areas.

More critical analysis is needed to assess the homogenizing effects of distance education and its potential as a delivery system to serve

\footnote{R. K. Rao “education in India”. Page no. 160}
governmental and large scale corporate interests rather than those of people in their community settings. In the meantime, adult educators should be on guard to ensure that distance education is not shaped largely by technocrats and those with those with a bent for implementing overarching curriculum design.

Issue has to be taken with those who claim that the price of genuine participatory democracy in our institutional arrangements is continuing inefficiency. This book is not a plea for the relegation of a concern for efficiency, for the complete abandonment of technical rationality, or for a bizarre, romanticized stance against rationality, tempered by careful consideration, practical, ethical, and aesthetic in line with Habermas’s notion of a superior rationality embedded in genuinely democratic communicative action, is conducive to the sustenance of vital life-world interactions and to the protection of the ‘commons’. As an integral aspect of a more wholesome communicative action, is conducive to the sustenance of vital life-world interactions and to the communicative rationality, which it seeks to support rather that determine, technical rationality becomes most relevant in the development of more benign technologies that serve, needs rather than those determined predominantly by state and corporate interests.¹

(VI) Dynamics Of Professional Education

The future of continuing education appears to be headed toward rapid growth and development. Many people believe that systems of continuing education will be built that rival the professional preparation programs now in existence. The leaders of most professions would probably agree “what we hardly dare prophesy today will be seen by later generations as efforts to achieve a manifest necessity”. This increasing attention in seen by many as a positive development of continuing education. This focus has also magnified the widespread shortcomings in the practice of continuing professional education.

¹ R. K. Rao “education in India”. Page no. 208-209
Houle does not overstate the problems of continuing education today when he describes this typical program: “Faculty members who can be persuaded to do so give lectures on subjects of their own choosing to audiences they do not know, who have assembled only because they want to put in enough hours of classroom attendance so that they can meet a relic ensure requirement”. Furthermore, these simple activities are expected to improve the performance of professionals whose practices are full of complexities, uncertainty, and judgments. Given these conditions, the great concern in the professions with the quality of continuing education should not be surprising. Due to the increasing attention given to continuing education in the professions, a new field of educational practice has come into existence. This field is becoming increase differentiated from the. For example, many people think of themselves and are considered by others to be continuing medical educators or continuing engineering educators, when, in fact, they may not have had any experience in the paraprofessional education of the groups with whom they work.

Taken together, these two concepts provide a basis for developing instructional programs that meet client needs, are market competitive, and are based on what the provider does best. The third element is to develop a focused operating and geographic strategy. That is, providers should be clear about why and where they are serving their audience. The fourth part of the strategy is to establish partnerships and coalitions.

Fifth, the ultimate test for a competitive strategy is that participants perceive the quality and cost effectiveness of the educational product as high. Taken together, these elements make up an organized plan to analyze a provider’s existing strengths and resources. By using this plan to design and deliver programs, continuing educators can increase the likelihood of developing effective market relationships. The institutional context strongly influences the focus of continuing professional educators practice. This occurs because the purposes of the parent agency determine to a great extent the mission of the continuing education unit or function.¹

¹ R. K. Rao “education in India”. Page no. 264-265
Technical Education

Technical Education represents a complex of activities that include post-graduate courses and research; undergraduate leading to a first degree or equivalent award: diploma courses; certificate courses; junior technical schools and technical studies at secondary school level; apprenticeship etc. The predominant characteristic of technical education is what may be called the “double finality” of educational development for the individual and the acquisition by him of techniques and skill. The emphasis on the one or the other may vary from course to course; the organizational arrangements may differ; of the types of institutions may be diverse. But both form essential components of technical education.

Technical institutions are sometimes referred to as engineering colleges; sometimes as technological colleges; and in some cases as colleges of engineering and technology. There is no doubt that a certain amount of terminological confusion exists, but this is more in usage than in basic concept. Historically engineering included only the more well known fields such as Civil Engineering. Mechanical Engineering and Electrical Engineering. As the application of science to industry widened and the forces of Nature were harnessed increasingly for the material prosperity of man, a large body of applied scientific knowledge grew up and was called by the more comprehensive term Technology.

Technical teachers need to learn how to use and interpret pupils’ school record cards and reports, scores in tests of attainment, ability, aptitude and personal qualities and how to correlate results with further educational and vocational guidance. They need training in the use of diagnostic tests, remedial techniques, intensive teaching methods, tutorial methods and they will need time to go into schools to make a trained study of schemes of work and teaching methods, and in particular of vocational courses including the business and industrial skill and craft subjects.

In order that they may continue ‘education for life and living’ technical teachers must have opportunities to learn about the experimental work being
done in schools in all fields of education, but particularly in the ‘creative’
subjects, because the country requires people with developed creative ability
in order to regain a significant place in the field of industrial design, and to
maintain a good standard of national culture. It is doubtful if technical
education can function effectively unless it is made easy for all technical
teachers to take advantage of opportunities for professional training in one
form or another. Teacher without training on the whole place too much
reliance on methods of teaching and learning which have long been proved
inadequate by any criteria.¹

(VIII) Distance Education

Distance education has been in existence for about one hundred years.
The different forms of distance education can be identified by their use of
technical media and as the basis for the learning materials. By for the great
majority of distance education programmes are print-based. The teaching
basis of the Open university of the United Kingdom, for example, is
approximately 80% print-based, 10% broadcasting (radio and television) and
10% face-to-face seminars and summer schools.

A real disservice has been done to the field of distance education by
overemphasis on terms like ‘University of the Air’. Educators, administrators
and politicians, not only in developing countries but also in developed
centuries where finance for education is now being limited, should realize that
the vast majority of distance education courses are print-based and will
remain so. Exceptions to this in the foreseeable future will come only with
populations for whom literacy is a problem and perhaps in those regions
where there is traditional reticence about correspondence-type programmes.

Distance education can be video-based when the basic educational
content of the course is broadcast on television or contained on video-
cassettes. Some printed materials containing background, further reading and
assessment procedures often are supplementary, to the course.

The development of cable television and the possibility of home
ownership or rental of VCRs make this an area of interest in some cultures.¹

¹ R. K. Rao “education in India”. Page no. 317-318
Peter says- ‘Distance is a method of indirect instruction, implying geographical and emotional separation of teacher and taught whereas, in mainstream education, the relationship between a teacher and students in classroom is based upon social norms, in distance education, it is based upon technological rules.’ Jack Foks stated the Distance education- ‘Distance education is a mode of learning with certain characteristics which distinguish it from the campus based mode of learning.’

This definition explains the system of education through which one gets education but he maintains a distance; what is that distance? Regarding this some studies has been done. We are mentioning them.

Wedemeyer expresses Distance education as an independent study, open learning and distance education. The three terms expressed the following meanings.

Independent Study > Correspondence Courses
Open Education > Open University
Distance Education > Correspondence Education

Wedemeyer has outlined this ideas about ‘Independent study’ and its purpose (i) It consists of teaching/learning arrangements, and these arrangements, is that, the teachers and learners stay away from each other and didactic communication takes place in various ways. (ii) Its purpose are to facilitate learning activities of both the on campus and the off campus students.

5.2 Indian Education System

Education can be viewed as the transmission of the values and accumulated knowledge of the society. With societies growing more complex and also complexity in the knowledge of be passed on, school college system has come in. In this process, teaching and learning things out of context has become prevalent.

In pursuance of the recommendation of the Radhakrishnan commission, the University Grants Commission was constituted in 1953. The
commission was given an autonomous statutory status by an Act of Parliament is 1956. Most of the matters connected with the University education including the determination and coordination of standards and facilities for study and research have been committed to the care of this body. The Central Government annually places at the disposal of the University grants commission adequate funds from which grants are made to different Universities and development schemes are implementer.

5.3 Kothari Education Commission 1964-66

An Education commission under the chairmanship of Dr. D.S. Kothari was appointed by the Government of India adopted a resolution on education which stressed

(i) Free and compulsory education of the age of
(ii) Improved status and emoluments of teacher.
(iii) Adoption of the three-language formula and development of regional languages.
(iv) Equalization of education of science and research
(v) Development of education for agriculture and industry.
(vi) Improvement on quality and production of inexpensive text-books and
(vii) Investment of 6% of national income in education.

5.4 National Education Policy, 1967

National Education Commission was set up for reviewing the structure of national education system in 1964. This Commission was headed by the U.G.C. chairman Dr. D.S. Kothari. It feels the need for the national policy on education. It was a pity on the part of the Indian Government that she did not feel the necessity of a national system of education. For the first time in 1967, a committee of members of parliament was set up to frame the national

1. Suresh Bhatnagar “India Education Today & Tomorrow”, Page no. 427
policy on education in order to follow the path of national development so that we can pace together with the countries of the world.

The following were the terms of reference before the committee –

(1) To consider the report of the Education Commission.

(2) To prepare a draft statement on the National Policy on Education for the Consideration of the Govt. of India.

(1) To indentify a programme for immediate action.

The draft committee kept the following considerations in mind with drafting the report:

(1) This Committee has not accepted the Commission’s recommendations of for the creation of five or six ‘major’ universities or for upgrading 10 percent of the institutions and offer special additional assistance ,on the basis of proper criteria, to those institutions which show high level performance and promise.

(2) This committee has placed a greater emphasis on expansion of facilities at school stage.

(3) This committee has not yet favoured several recommendations of the commission. Whose main objectives were to create certain new administrative structures of change in existing ones.

5.5 Transformation of The Educational System

1. Education is a powerful instrument of national development – social, economic and cultural. The highest priority should therefore be accorded to the development, of national system of education which will.

(i) Accelerate the transformation of the existing social system into a new based on the principles of justice, equality liberty and dignity of the individual, enshrined in the Constitution of India;

(ii) Provide adequate and equal opportunity to every child and help him to develop his personality to its fullest;
(iii) Make the rising generation conscious of the fundamental unity of the country in the midst of her rich diversity proud of her cultural heritage and confident of her great future.

(iv) Emphasize science and technology and the cultivation of moral social and spiritual values.

2. From this point of view, the most important and urgent reform needed is to transform the existing system of education in order to strengthen national unity promote social integration accelerate economic growth and generate moral, social and spiritual values.

5.6 National Education Policy, 1979

(a) Preamble

An ideal system of education should enable individuals to know and develop to the fullest, their physical and intellectual potentialities and promote their awareness of social and human values, so that they can develop a strong character and live better lives and function as responsible members of the society. It is by transforming the human being that social transformation can be brought about.

(b) Aim

The aim of education should be the growth of the individual through truthful life without detriment to the welfare and progress of society and our cherished ideals of freedom, equality and social justice. To this end it should strengthen values democracy, secularism and socialism. Education should promote national unity, pride in our cultural heritage, and faith in the country’s future. The effort must be to inculcate scientific and moral values and to facilitate pursuit of knowledge.

---

1. Suresh Bhanagar "India Education Today & Tomorrow", Page no. 473
(c) **Content**

The content of education at all levels needs to be recast so as to make the education process functional in relation to the felt needs and potentialities of the people. Emphasis should shift from teaching to learning, the role of the learner being more crucial.

(d) **System**

The present system of education must be reorganized in the light of contemporary Indian realities and requirements. Subject to the nationally agreed basic concepts of freedom, equality and justice, the system should be flexible and responsive to varying circumstances. Every effort should be made to pursue excellence, without losing sight of the ideal of equality. The system must endeavour to narrow the gulf between the educated classes and the masses and overcome feelings of superiority, inferiority and alienation. With flexibility in the choice, content and duration of courses, the student can choose his own time and channel of study and progress at his own pace. The educational institutions and the community should help each other, the teachers and parents cooperating in providing knowledge and skills and a better future for the children. The school should be closely associated with the development activities of the area.

5.7 **National Education Policy, 1986**

1. Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identify and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an age-old process. That moment is today.

2. The country has reached a stage in its economic and technical development when a major effort must be made to derive the

---

1. *Suresh Bhatnagar "India Education Today & Tomorrow". Page no. 498*
maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal.

3. With this aim in view, the Government of India announced in January 1985 that a new Education policy would be formulated for the country.

4. The National Policy of 1968 marked significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture and to strengthen national integration.

5. Since the adoption of the 1968 policy, there has been considerable expansion in educational facilities all over the country at all levels. More than 90% of the country’s rural habitations now have schooling facilities within a radius of one kilometer.

6. Perhaps the most notable development has been acceptance of a common structure of education throughout the country and the introduction of the 10+2+3 system by most states.

7. A beginning was also made in restructuring of courses at the undergraduate level. Centers of Advanced studies were setup for postgraduate education and research. And we have been able to meet our requirements of educated manpower.

8. While these achievements are impressive by themselves, the general formulations incorporated in the 1968 policy did not, however get translated into a detailed strategy implementation.

9. Education in India at the cross roads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation.

10. In the Indian way of thinking, a human being is a positive asset and precious national resource which needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism.

11. India’s political and social life is passing through a phase, which poses the danger of erosion to the long-accepted values. The goals of
secularism, socialism, democracy and professional ethics are coming under increasing strain.

12. The rural areas, with poor infrastructure and social services, will not get the benefit of trained and educated youth, unless rural-urban disparities are reduced and determined measures are taken to promote diversification and dispersal of employment opportunities.

13. The growth of our population needs to be brought down significantly over the coming decades.

14. Life in the coming decades is likely to bring new tensions together with unprecedented opportunities.

15. Besides, a variety of new challenges and social needs make it imperative for the Government to formulate and implement a new education policy for the country. Nothing short of this will meet the situation.

5.8 New Education Policy: An Evaluation

The need for National Education Policy was felt after 1947. Kothari Commission had recommended for National Education Policy in 1966 and for the first time Policy for Education was declared in 1968. Due to political instability during 1971-79, Congress had to leave power and the then Government also declared its own National Policy on Education. Again, Congress came into power and Present Prime-Minister Shri. Rajeev Gandhi took interest in Education and declared his National Education Policy in 1986 and proposed an action plan.

Education Policy provides a sound basis to National Progress. Every ruler in India gave preference to Education according to its need. Present Government declared its National Policy on Education. Following are the main features of National Policy on Education 1986.
(i) **Role of Education:**
Education is responsible for the all round development of the individuals. It is also responsible for cultural assimilation and provides strength to democracy, secularism. Education construct the nation at every level, creates self-sufficiency and search new areas of development.

(ii) **National System of Education:**
Through Education is a state subject, set this policy provides a National system of Education i.e. 10+2+3 system.

(iii) **Equality:**
This policy provides equal opportunities to all for education. Navodya Schools have been opened for socially and economically deprived but to talented children. Regional imbalances are also being removed.

(iv) **Women Education:**
New Education Policy gave special emphasis to Women Education. This statement owes that women are the keys to nation’s progress. Education of illiteracy vocational curriculum, Nutrition and childcare courses, Home management etc are given priority.

(v) **Education of Schedule Caste.**
Socially and Economically deprived scheduled castes are the backbone of our society. They need proper development and place in the society. Scholarships, hostile facilities, adult education programmes are being introduced.

(vi) **Education of Schedule Tribes**
This policy gave main emphasis to the education of tribes. Residential Ashram Schools have been opened for them; scholarships for higher education are given.

---

1. *Indian Education Today and Tomorrow* S. Bhatnagar

219
(vii) **Education For Backward classes**

A large number of backward classes, minority classes have not given any opportunity for education. These classes have a very crucial situation. They are socially and economically deprived are to their profession, but they usually linked themselves with higher varnas. Thus upper castes do not give them social sanction. Education is one only way to give them chance to cooperation with the society.

(viii) **Audit Education:**

Education Policy gave a programme for adult education to remove the illiteracy from the masses. For this adult schools, libraries, distance education, T.V. Programmes are being introduced.

(ix) **Reorganization to Education:**

National Policy on Education 1986, gave more emphasis on the reorganization educational pattern First ladder is pre-primary or pre school education. At this stage, training for child rearing and care is provided to new parents. Also more attention is paid to the physical, motor and emotional development of the children.

At primary school should at least two such rooms be used for in every season. Free and compulsory education be provided to the students and non-formal education will also be given to those who would have left their schools before time.

As far the secondary education is concerned, vocationalization of introduced. At higher education stage, autonomy will be given to good colleagues.

The aim of New Education Policy is to transfer static society into one vibrant with a commitment to development and encage. The long-term programme and strategy consists of these some five points.

The other country education system is fully privatization for example U.S.A.U. and U.S.S.R. Koreas, Japan etc... the other country education system is very important system comparative Indian education system and the Indian education is partly Government and partly Privatization for minorities.
The other education system institutes / school Scholars from Korea, Japan, Ceylon, Java and Sumatra came for studies. The Buddhist Period saw a systematized form of education. However, what called for the foreigners to come and study is something to ponder over. Do we call that a symptom of privatization.

In many countries, the privatization of education has indeed brought an increase in the share of private financing. Not only that the number of privately owned institutions has increased but also these institutions have acquired an aggressive strategy of marketing their products and are offering many more customization. Thanks to the new surges of ICT’s which have opened up the way to many new forms of privately financed education which finds tailor-mode solutions to satisfy variety of needs. The issue is not so much related to financing, rather it is the freedom of choice manage mental flexibilities ease of private regulations and new flavors of accountability which active. Some of the aggressive players operating abroad vis-à-vis their strategically initiatives as flashed in both print as well as electronic media (WENR, 2003) may be appreciated as under.

5.9 Educational System in Other Countries

“The right to free and compulsory education”

July-August 1951-The right of every human being to education is, of all the rights affirmed by the United Nations Declaration of 1948, one of the least contested. Yet there are still places which have not yet applied Article 26, which states that elementary education should be free and compulsory. Today, the question is more alive than ever following campaigns for fundamental education and equal access to secondary education.

1 The Education System of U.S.A

Education in contemporary America is undergoing rapid expansion. Education has foisted upon itself the following principles for the education of the country’s future citizens.
1. Decentralisation:

In the 48th American states, there are 49 systems of education though the central government aids them in various ways.

2. Free, Compulsory and Universal Education:

America believes in fundamental education as the means to the realization of a democracy based on self-discipline. The period of compulsory education is different in each state. Some states favour the idea of imparting compulsory education not only to children but even to youth.

3. Educational Structure:

America believes in the principle that the same, uniform system of education should from the kindergarten level to the university level. It is opposed to a mix of systems.

4. Private Schools:

Although the state can insist upon the guardians sending their children to schools, it cannot compel them to send their children to school selected by the government. It cannot compel the guardians to send children to public schools, as was the case with Germany (1919-1945).

5. Parochial Schools:

Religious schools are allowed to exist. Guardians, too, can send their children to schools, it cannot compel them to send their children to schools, but these institutions cannot be the recipients of public money.

6. Equality of Educational Opportunities:

In America, efforts are made to provide equal educational opportunities to every student in the country, but in actual practice, this goal has generally not been achieved.

7. Separation of the Church and the State:

Under the Constitution, the church and the state are distinct entities, and hence public schools are not permitted to impart religious education.
(2) The Education System In Russia

In the 19th century, the area of Russia had increased to the extent of making it cover one sixth of the world’s land area. Though in the East it was considered as one of the major Western powers.

Russia’s educational system began to develop under Peter the Great (1689 to 1725). He was really attracted to and emotional stirred by western culture civilization.

During the region of Aleksei II (1855 to 81), the period of reform in Russia’s history was ushered in. In this period, Real schools were set up. These schools were classical, and the universities accepted their students. Women’s education also increased and developed. In 1881, Alexendar II was murdered in the lanes of his own capital, and with his death, the chapter of reform and emancipation came to a sudden end.

Although all the schools were set up under the Government’s plans, only a very few of them were directly managed by the state. Zemstvos, which were a part of autonomous administration, provided the inspiration as a result of which public education became available to the common people. At this time, some financial aid was forthcoming from the state’s treasury for schools run by the church, but the level of illiteracy was fairly high in Russia.

In Russia, primary education consists of high and low schools. Lower primary education provides education for a period of six years and concentrates upon the teaching of the three R’s: The syllabus includes gardening, knitting, stitching and humanists.

Higher primary education was given only to girls for a period of five or six years. Provision were made for religious education in addition to the teaching of the three R’s. It also included history, geography, autobiography, drawing, physics and a subject called natural history.
(3) **The Educational System Of England**

At a first cursory glance, the system of education in England appears to be confused and disorganized. It has private schools as well as public schools. Private schools receiving government aid, and sectarian as well as non-sectarian schools.

Secondary schools teach the subjects of primary schools while the primary schools too, include the subjects taught in secondary schools. In some cases, it is the local authority, which controls some schools’ activities while other schools provide completely free education. The local authority does not have the right to frame the syllabus or to lay down rules regarding methods or teaching or the lessons to be taught. It also exercises control in a rather lax manner. We will now consider some aspects of English education in order to understand its nature.

This confused and amorphous system of education is influenced by the government of the country. The English have always been afraid of bureaucracy, and this fear is also directed towards the officials of the bureaucracy, and this fear is also directed towards the officials of the central administration: In the eighteenth century, when France was being ruled in an autocratic way, the government in English was in the hands of a parliamentary cabinet. In no other country in the world did the individual have as much freedom as in England, despite the existence of kingship. Even Voltaire praised the English love of freedom. John Stuart Mill expressed the view that the general education of the state is an expression of people’s leanings towards each other.

(4) **Education System Of Afghanistan**

There is a decision of setting up an American University in Afghanistan along the lines of the long-established institution in Cairo and Beirut. There are enough people with money to make private initiatives a viable prospect. Adriana Gulf Medical College with financing from the united
Emirates has just announced that it will open its doors in Kabul to 100 students for the 2004 academic year. Those students will pay US 10,000 a year to follow a six-year programmed, using English as the medium of instruction.

(5) **Education System Of Australia:**

Private College have been given the green light to offer associate degrees after a hard-fought two-year national campaign. State territory and federal education ministries decided in July to include associate degree in the Australian Qualification framework as a higher education qualification.

The box hill institute of Technology and further Education in Melbourne have developed the academic programmes with the Southern Alberta Institute of Technology and the Colorado Mountain College. The Ultimate goal as to allow students to gain employment in any continent by providing them with industry focused courses that would be recognized worldwide.

Charles Darwin University, through the merger of Northern Territory University and Centrallian College, will offer the country’s first external, fully interactive online bachelor of law degree, giving students living in remote areas the opportunity to experience lectures, debates and all other interactive aspects of a degree form their home.

(6) **Education System In China:**

China has put into force law giving private education providers equal status with state-owned institutions. The private education sector has been growing ever since its initial vague recognition in the 1982 constitution that encouraged not just state-owned education providers, but also ‘other entities.’ This language contributed to bureaucratic misconduct, lawsuits, and a yearning for greater clarity and support. Private-education providers have essentially held the status of non-profit providers, whereby ‘investment with no repayment’, has been the official line. However, in reality, private
institutions have been allowed to make profits and are therefore, needed to pay taxes.

The nation’s 1,300 non-governmental colleges services approximately three million students, or 10 percent of China’s higher education enrolments, which have generated 300 billion RMB (US$36.1 billion) of revenue in the past 10 years. It is important to note that although there are 1,300 private institutions of higher education licensed by the state, only 167 issue credentials recognized by the ministry of education, as equal to those from a state owned institution. Students enrolled in private institutions have the option of sitting in external exams in their programmed of study that are offered by the state twice a year. If passed, the exams represent a validation of student knowledge and credit is accumulated towards the awards of state-recognized credentials.

(7) **Education System In Malasiya:**

INTI Management service (IMS), a wholly owned subsidiary of INTI (International Group of College) has entered in an agreement with UK e-Universities (UkeU) to market and support the online provision of courses from the various Universities offering courses through the UkeU platform. IMS is functioning as UkeU’s accredited partner in Malaysia. INTI have five campuses in Malaysia and five internationally in Thailand, Malaysia, Hong Kong, Malasia Vietnam and Beijing. INTI has a number of agreements with institutions from the United Kingdom, United States, Australia and New Zealand offering their programme through licensing agreements.

Multimedia University, Malaysia’s first government approved private university has plans to open branches in Oman and Thailand within next six months. Each campus will initially enroll about 30 students into a bachelor of business administration programmes in the Oman campus, and e-business programmes in Thailand. The university also has branches in Ghana, South Africa and China Ikram College of Technology (renames Kuala Lumpur
Infrastructure University College), University College Sedaya International and International University College Technology Twitch were upgraded to university-College status in September 2003.

A relatively new innovation, university-college status allows private college to offer their own bachelor-and master-Level degrees. College University Teknologidan Pengurusan, Malaysia was the first private institution to be granted university-college status in 2001. However other colleges were hesitant to seek a status upgrade because they would have to give up their staple of franchised foreign degree Programmes and offer their own degrees instead. A recent policy change allowing university colleges to offer franchised programmes in addition to their courses has charged all that. Earlier this year Limkokwing University-College of Creative Technology was the second private institution to be upgrade followed by the three newly upgraded institutions. In 1999 one private college secured university status:

International Medical College was upgraded to international Medical University. It now offers its own medical degree programmes in addition to medical degree offered in collaboration with 24-partner university from seven countries.

There have been a 60 percent increase in the number of foreign students enrolled at academic institutions in Malaysia, from 22,824 in 2002 to 36,466 in 11,058 students, followed by Indonesia with 7,500 the country has a target of enrolling 50,000 overseas students by 2005.

(8) Education System In Singapore:

Singapore in August 2003 unveiled a blueprint aimed at lifting its education exports and capturing a larger slice of the burgeoning demand for higher education in Asia. There are currently 50,000 full-fee paying foreign students enrolled in Singaporean institutions and the Global blueprint hopes to raise the figure between 1000,000 and 150,000 by 2012.

The door has also been left full ajar for the establishment of a fourth university and it is likely to be an established foreign one. The EDB is hoping
to sign a deal with an institution by mis-2004 and has been wooing institutions to set up a campus that will offer a comprehensive curriculum from liberal arts to engineering. Unlike the National University of Singapore Nan yang Technological University and Singapore Management University: the new university will be funded privately.

(9) **Education System In Canada**

(a) Rights-based development

"Respect for human rights, democratization and good governance are important, in their own right, for the security of individual children, women and men and the development of societies in which they live. These issues are integral to CIDA’s purpose, to promote sustainable development in countries in order to reduce poverty and contribute to a more secure, equitable, and prosperous world...With respect to the development cooperation program administered by CIDA, the Government’s policy is to enhance the will and capacity of developing country societies to respect the rights of children, women and men, and to govern effectively and in a democratic manner."\(^1\)

"ODA program priorities [include]...human rights, democracy, and good governance, to increase respect for human rights, including children’s rights. to support democracy and responsible government, and to strengthen civil society."\(^2\)

(b) **Education defined as a human right**

"Quality basic education is a fundamental human right."\(^3\)

"Education is a human right- and the obligation of all governments."\(^4\)

---


"every child in the world has the right to a quality basic education that meets his or her learning needs. As a member of the world community, CIDA is committed to meeting this challenge."5

(c) Commitment to free and compulsory education

"Basic education must be affordable and inclusive...CIDA’s recognition of the need for diverse, alternative, flexible, and reasonably priced education programs is demonstrated ..."6

(d) Non-discrimination race, ethnicity, religion, minority, disability

"Our efforts will include a special emphasis on girls, the poorest, those from minority groups, working children, and children with special needs."7

"Some teachers may not allow children from ethnic-minority groups to speak in their native language. Although they are receiving an education, these children’s right to their cultural identity is being violated."8

"CIDA will help to...improve access to quality education for children, adolescents, and youths who have been excluded from existing formal and non-formal educational opportunities..."9

(e) Gender

"CIDA will...base its work on sound gender analysis, building on opportunities to empower women and men, promote respect for human rights, and help close gender gaps that block or slow human development."10

"The rights of women and girls are an inalienable, integral, and indivisible part of all human rights and fundamental freedoms."11

---

10 CIDA’s Social Development Priorities: A Framework for Action, p.11.
"Progress towards gender equality and the empowerment of women will be supported by eliminating gender disparities in primary and secondary education by the year 2005."\textsuperscript{12}

(f) Aid for education

- In September 2000, the Canadian International Development Agency (CIDA) announced a significant fundamental shift in aid, laying out a five-year investment plan that includes four "Social Development Priority Areas": basic education, health and nutrition, HIV/AIDS, and child. Gender equality has been declared an integral part of all of these areas protection.\textsuperscript{13}

- In 1999, Canada committed 8.1% of bilateral ODA to Education, and 0.8% to basic education.\textsuperscript{14}

- In 1997/98 Canada committed 6.0% of bilateral ODA to basic social services.\textsuperscript{15}

- Aid for "Basic Human Needs" represents about 30% of Canada's total ODA.\textsuperscript{16}

- CIDA disbursed Cdn$74.4m in 1998/1999 for basic education projects.\textsuperscript{17}

- CIDA's new Action Plan on Basic Education defines education as a human right, and states that funding for basic education will increase four-fold over the next five years. By year five (2005/6), 40% of CIDA's annual budget will be devoted to these priority areas (from less than 20% in 1999/2000).\textsuperscript{18}

- CIDA's five year plan for basic education constitutes a total investment of US$555 million.\textsuperscript{19}

\textsuperscript{13} CIDA on Human Rights, Democratization and Good Governance, p.3.
\textsuperscript{14} DAC/OECD. Development Co-operation Report, 2000.
\textsuperscript{15} DAC/OECD. Development Co-operation Report, 2000.
\textsuperscript{17} Canadian Council for International Cooperation estimate. From Reality of Aid: Canada. Text at.
(10) Education System In Japan.

(a) Rights - based development

"'Human-centered development' is indispensable to the realisation of sustainable development...Based on this human-centered approach, special attention will be given to the least developed countries. Due attention will also be focused on 'human security' and the protection of individuals and communities from various dangers and threats, including human rights infringements..."¹

"Japan continues to view ODA as an extremely important means of implementing the country's diplomacy...[t]he provision of ODA excelling both in terms of quantity and quality continues to be an important means for Japan's participation in the efforts of the international community and for realizing the national interest. Providing ODA to support democratization and adoption of market economies in developing countries, to maintain and promote the free trade system, and to work toward resolving environmental and other global issues also directly promotes Japan's own interests."²

(b) Education defined as a human right

"Not only is access to education a basic human right, it is a key factor in developing an effective response to the problems of poverty, population, and the environment in developing countries."³

(c) Commitment to free and compulsory education

There is no mention of commitment to free and compulsory education in Japan's development aid policies.

(d) Non-discrimination (race, ethnicity, religion, minority, disability)

"Japan will emphasize support for policy and institutional development, including the development of legal frameworks, in the... Protection of socially vulnerable groups and individuals." 4

"Measures for the Effective Implementation of ODA... Full consideration will be given to the socially weak, such as the disadvantaged, children and the elderly" 5

(e) Gender

"Japan will provide the following forms of support...Japan will pay special attention to supporting basic education for girls..." 6

"Full consideration will be given to the active participation of women in development, and to their obtaining benefits from development." 7

"When Japan extends ODA, it gives consideration to achieving empowerment and gender equality...Special attention will be paid to the Three Priority Areas: Education, Health and Economic and Social Participation." 8

(f) Trends in Japan's Aid

- Japan’s place among 22 DAC donors 2

- In 1999, 0.7% of bilateral aid commitments were tied to goods and services from Japan. 9

- According to the Ministry of Foreign Affairs of Japan, "the total ODA budget in the government draft budget for FY 2001 decreased by 3 percent from the previous fiscal year." 10

---

8 The Ministry of Foreign Affairs of Japan. Japan's Initiative on Women in Development.
(g) **Aid for Education**

- In 1999, Japan committed 8.7% of bilateral ODA to Education, and 0.4% to basic education.  

- In 1997/98 Japan committed 3.0% of bilateral ODA to basic social services.

**(II) Education System in Netherlands.**

**(a) Rights-based development**

"Human rights policy was seen until recently as a separate pillar-a cornerstone- of foreign policy. Increasing globalization and mobility, however, now call for human rights policy to be more fully embedded into all possible foreign policy areas...human rights are no longer an exclusively national matter."  

"There is a direct link between human rights and development cooperation...development co-operation is not simply geared to economic progress, but also to progress in terms of individual rights and a society in which everyone has equal opportunities...The Netherlands supports governments in their efforts to improve their human rights situation, and helps to create conditions that encourage compliance with human rights agreements, subsidising human rights education projects and democratic election processes in countries in transition towards a democratic system."

"Dutch policy seeks to promote human rights...fostering democracy, promoting economic pluralism and supporting government efforts in the field of economic and social rights – such as education – and civil and political rights."  

---

2 Ministry of Foreign Affairs. *Human Rights and Democracy*. Text at  

233
"Development cooperation can...be used to promote human rights. Aid can be deployed to encourage and support compliance with human rights agreements and democratization in developing countries." 

(b) **Education defined as a human right**

"The right to education is of vital importance..." 

(c) **Commitment To Free And Compulsory Education**

"Good policies and good governance on the part of recipient countries are also essential for a successful development effort. Is the government of the recipient country...spending money to bring about accessible, education for both boys and girls." 

(d) **Non-discrimination (race, ethnicity, religion, minority, disability)**

"Dutch policy seeks to promote human rights...the government is involved in the further fine-tuning of standards, for instance for the protection of vulnerable members of society, such as children, the disabled and minorities." 

"Ethnic tensions; insufficient regard for human rights in general and minority rights in particular; inadequate freedom...are all further barriers to building a stable and healthy society." 

"The themes for 2001 are freedom of religion and belief, combating racism, abolishing torture, and children’s rights." 

---

7 Ministry of Foreign Affairs. *Human Rights and Democracy.*
(e) Gender

"The human rights of women are an important focus of Dutch development co-operation policy."\(^\text{10}\)

"The Netherlands will continue to offer substantial assistance of various types in areas such as health care, education, environment, rural development and gender.\(^\text{11}\)

(f) Trends in Dutch Aid

- The Netherlands place among 22 DAC donors\(^\text{12}\)

- Breakdown of Dutch ODA (1999) \(^\text{13}\)

- In 1999, 4.9% of bilateral aid commitments were tied to goods and services from the Netherlands.\(^\text{14}\)

(g) Aid for Education

- In 1999, the Netherlands committed 8.3% of bilateral ODA to Education, and 3.9% to basic education.\(^\text{15}\)

- In 1997/98 the Netherlands committed 17% of bilateral ODA to basic social services.\(^\text{16}\)

- The Netherlands committed 17% of its total bilateral allocable ODA, and 19% of overall aid (including multilateral allocations) to basic social services in 1997/98.\(^\text{17}\)

- In 2001, 50% of all bilateral aid was directed towards Africa, with a special emphasis on basic education.\(^\text{18}\)

---

\(^{10}\) Ministry of Foreign Affairs. *Human Rights and Democracy*.


\(^{13}\) DAC/OECD. *Development Co-operation Report*, 2000.


(12) Education Systems In Norway

(a). Rights-based development

"Both the international community and each individual state have the political responsibility for promoting development in accordance with human rights...Realisation of the right to development depends first and foremost on systematic commitment, nationally and internationally, to the promotion of already existing human rights. Adopting a rights-based approach to development cooperation will be one of several contributing measures in this regard." ¹

"Respect for human rights is a cornerstone of the Government’s policy. The promotion of human rights, both nationally and internationally, is therefore accorded high priority...Regardless of mutual benefits, our international involvement is, in the final analysis, an expression of our respect for human dignity" ²

"In the planning and implementation of specific projects, the human rights dimension will be regarded as an aspect of the standardized project cycle which every Norwegian development project undergoes." ³

"Norwegian development cooperation promotes human rights by contributing to higher income levels, improved access to social services, and better and more education and other advances...assistance is also directed to measures aimed at strengthening the principle of the rule of law." ⁴

"Only through a concerted effort to promote all civil, political, economic, social and cultural human rights can we pursue a foreign policy that advances Norway’s interests and security, strengthens international peace and justice and safeguards human rights...the government intends to pursue a proactive human rights policy, both in international fora and in direct cooperation with individual countries." 5

(b).  

**Education defined as a Human Right?**

"There are some themes on which the Government focuses particular attention...the protection of special groups and causes such as internally displaced persons, persons with disabilities, human rights defenders, minorities and indigenous peoples, Fundamental Standards of Humanity, the right to development, the right to education, legal protection standards, labour standards and freedom of expression." 6

"Poverty takes children out of school and puts them to work. Illiteracy and ignorance impede the development of democracy and keep poor people in poverty. Education-at all levels-is therefore a priority area in the Government’s development cooperation policy...[the Government is particularly concerned about the girls’ right to education and the potential for social development this represents." 7

"Considerable weight is...given to different activities to secure children’s right to education." 8

---

7 Minister of International Development Anne Kristin Sydnes. Statement to the Storting on Development Cooperation Policy, 9 May 2000, p.9.
(c) Commitment to free and compulsory education?

"The Norwegian authorities are particularly concerned to see that girls can exercise their right to basic education. Making basic education available to all should be an objective..." ⁹

Non-discrimination (race, ethnicity, religion, minority, disability)

"The right to education means access to primary education for all children, irrespective of gender, ethnicity, physical abilities, or geographic locality." ¹⁰

"Central to Norway’s approach to protecting the interests of indigenous people in development processes is involvement in the four areas of democracy and influence, good governance and accountable authorities... distribution policies and basic social services" ¹¹

"Norway will work towards giving indigenous peoples the opportunity to safeguard and develop their own identity, language and culture. The question of improving the global legal protection of indigenous peoples has been a central plank of Norway's engagement for human rights." ¹²

"The challenge of combating all forms of racism or ethnic discrimination is one of the Government’s priority tasks in the fight for human dignity, human rights, gender equality and justice...Norway’s main focus will be on the following themes: national minorities; children and young people...women’s perspectives" ¹³

---

(d) Gender

"The Government’s efforts are also based on...development co-operation which is oriented towards women and gender equality. Securing women’s rights and their participation in decision-making processes are two areas of priority for Norwegian endeavours in this respect."  

"A gender perspective is to be integrated into all Norwegian development co-operation. Education is a priority area and it is proven to be the most important means of strengthening the position of women."  

"Norwegian development assistance policy is to contribute towards promoting equal rights and opportunities for men and women in all areas of society."

(e) Trends in Norwegian Aid

- Norway’s place among 22 DAC donors
- Breakdown of Norwegian ODA (1999)
- In 1999, 0.9% of bilateral aid commitments were tied to goods and services from Norway.
- Norway is set to increase aid volume gradually to 1% in 2005
- Norway’s ODA/GNP ratio has exceeded the United Nations’ target (0.7%) for 24 consecutive years.

---

- NGO's play a crucial role in Norwegian development assistance, particularly those with a focus on human rights and democracy. 24% of ODA was channelled through them in 1998.  

(f) Aid for Education

- In 1999, Norway committed 10.4% of bilateral ODA to Education and 6.5% to basic education.  

- In 1997/98 Norway committed 10% of bilateral ODA to basic social services.  

- The Norwegian Ministry of Foreign Affairs has stated that "support to education remains a fundamental pillar of developmental aid policy...and continues to be given high priority."  

- According to the Norwegian Ministry of Foreign Affairs, "the Government has already reached the target set by the Storting, i.e. that Norwegian development assistance for education, with special emphasis on primary education, be increased to 10 per cent of the total development budget in the year 2000."  

- In light of the so-called 20/20 Initiative (developed during the World Summit for Social Development in Copenhagen 1995), which calls for the allocation of, on average, 20 per cent of the budget in developing countries and 20 per cent of official development assistance to basic social services, the Norwegian government "has made education its top priority and aims at this support reaching 15 per cent of total Norwegian development assistance."  

---

22 DAC/OECD Aid Review of Norway: Summary and Conclusions.
13. **Education System In Sweden**

(a). **Rights-based development:**

"The overriding goal of poverty reduction is underpinned by a rights-based approach promoting democracy and human, equality between women and men, and sustainable development."¹

"Side works for democracy and human rights to be reflected and respected in all bilateral Swedish development cooperation. Sweden can contribute through most of its development assistance to strengthening the condition for peace and democracy, promoting human rights, supporting growth with equity, and preventing the insecurity from arising which leads to armed conflict and war."²

(b). **Education defined as a human right?**

"Education is a basic human right and is necessary for sustainable social and economic development."³

"The right to education and rights and democracy in and through education are side guiding principles."⁴

(c). **Commitment to free and compulsory education**

In reality, many countries are far from the realization of the right to basic education fee of charge........ Sida’s position is that non-governmental sources can supplement, but not replace the state financing of basic education.⁵

---

“Sida’s assessment and follow-up activities, as well as its dialogues contribution to capacity development, shall, whenever appropriate, be guided by the following priority concerns........ Making basic education compulsory and truly free of charge for all children.” 6

Non-discrimination (race, ethnicity, religion, minority, disability)

“The overall policy goal of Sida’s cooperation in the education sector is to enhance the right to relevant education for all-an education that empowers the poor and excluded parts of the population to participate as active informed citizens in all aspects of development.” 7

“Sida’s assessment and follow-up activities, as well as its dialogue and contribution to capacity development, shall, whenever appropriate, by guided by the following priority concerns...... meeting the special needs of children with disabilities, ill health or other learning problems through ‘inclusive education’...... removing gender, language or ethnic barriers, and enhancing bi-or multilingual learning....enhancing education for all-children, youth, and adults-through formal and non-formal education, as well as informal means.” 8

“Sweden will also seek to ensure that the human rights of indigenous peoples, especially discriminated minorities or other vulnerable groups are given high visibility in programmes with countries where this is a serious problem.” 9

---

6 Swedish International Development Cooperation Agency. Education for All: a Human Right and Basic need. Policy for Sida’s Development Cooperation in the Education Sector, p 25
9 Swedish International Development Cooperation Agency, Department for Democracy and Social Development, Justice and Peace: Sida’s Programme for Peace, Democracy and Human Rights, p.20
(d). Gender

“It is Sida’s ambition to ensure that a gender equality perspective permeates all development cooperation. Equality work at Sida is based on two methods, one that focuses on strengthening women and women’s groups, and one that focuses on women and men and their relations with each other and their dependence on each other.” ¹⁰

“Sweden works for women and men to have equal rights, duties and opportunities in all spheres of life. A democratic social order which respects human rights provides the best environment for equal rights between women and men to become a reality. A precondition for true democracy is that women and men have equal representation in decision-making bodies, especially—but not only—in the sphere of government. Achieving greater equality between women and men is one of Sweden’s special priorities.” ¹¹

Table-1

[A overview of the right to education in development assistance policy]

Click on each donor country for information on policies and aid allocations.

<table>
<thead>
<tr>
<th>Donor</th>
<th>Rights-based development</th>
<th>Education defined as human right?</th>
<th>Commitment to free and compulsory education</th>
<th>Non-discrimination (race, ethnicity, religion, minority disability)</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Japan</td>
<td>×</td>
<td>✓</td>
<td>×</td>
<td>×</td>
<td>✓</td>
</tr>
<tr>
<td>Netherlands</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Norway</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sweden</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Sources in the internet website.