

*Right to*

# Elementary Education

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# Basic Features of Elementary Education

- **Public Good – pure public good**
- **Merit Good**
- **Investment – individual and social (Human capital theory)**
  - High RoR
  - High effects on fertility, health,.....
- **Basic Need (ILO)**
- **Fundamental/Human Right (UN 1948)**
- **Entitlement (Sen)**

# Education

- Equitable
- Efficient
- Equitable **and** efficient
  - EFFICIENCY INCLUDES EQUITY

# Education - Development

- Education is **for** development
- Education **is** development (Haq, Sen)
  - Education is human capability (Sen)
  - Education is freedom (Sen)

Constitutive role (as an end in itself)

## ● Education

- ▲ Instrumental role (social change, economic and political development ...)

# Nature of Rights

*(Katarina Tomasevski)*

- Obligations on the part of the government to fulfill (they are not affected by change of government)
- Rights for all – apply to all; equal – non-discriminatory
- Universal: all countries -- rich and poor; all people – rich and poor
- Justiceable – any individual can claim
- Permanent process – they need to be ensured always

# Nature of Rights

- Irrelevance of the principles of
  - Ability to pay
  - Individual choice

# Universal Elementary Education

## ● ERA .....

- \* Universal **e**nrolment: 100% net enrolment; no out of school children
- \* Universal **r**etention: completion of eight years of schooling
- \* Universal **a**chievement: attainment of minimum levels of learning

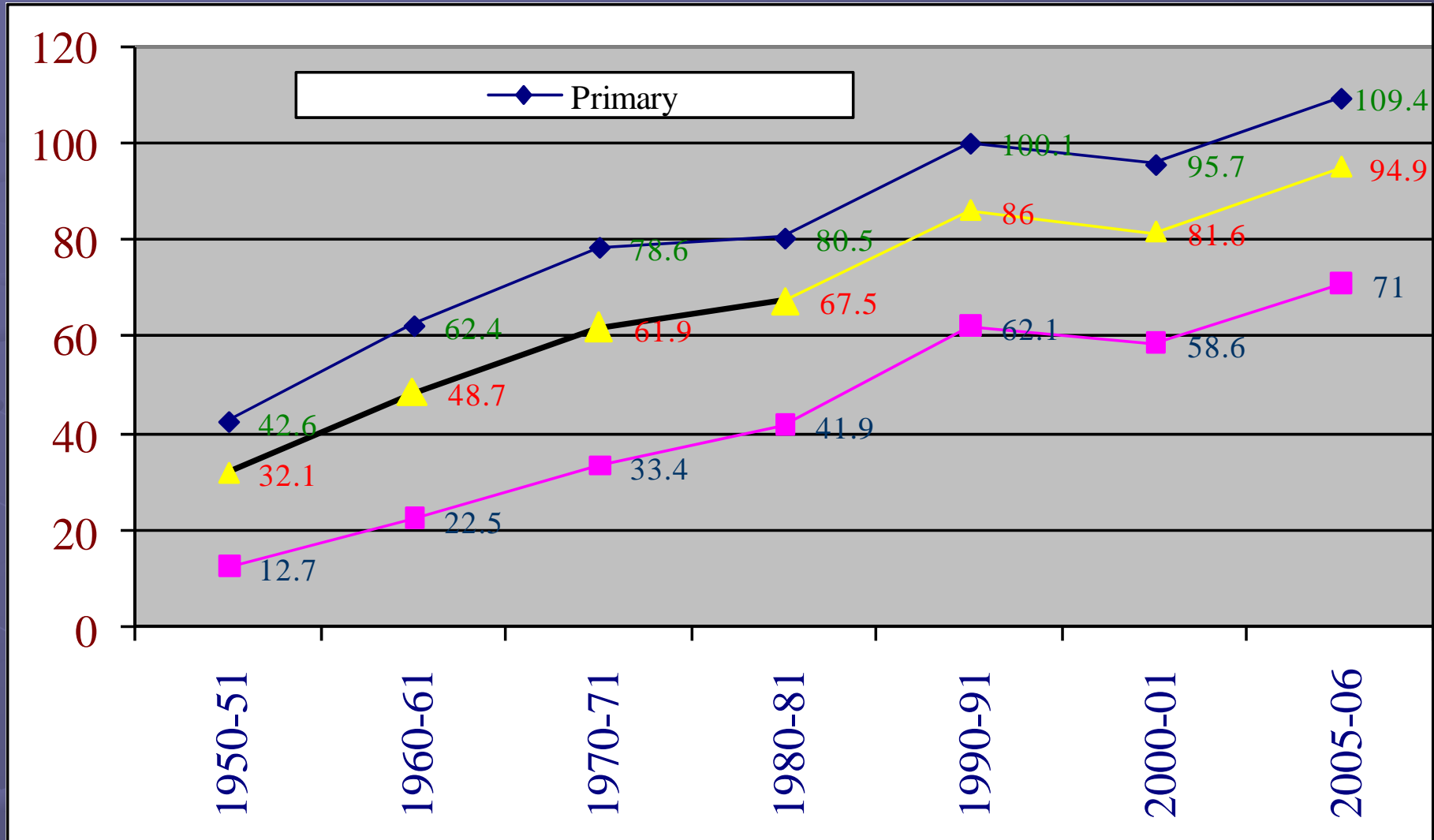


# Quantitative Achievements

	1950-51	2004-05
<b>SCHOOLS:</b> Primary '000s	210	768
Upper Primary	14	275
<b>TEACHERS:</b> Primary '000s	538	2161
Upper Primary	86	1589
<b>ENROLMENT:</b> Primary (mln)	19.2	130.8
Upper Primary (mln)	3.1	51.2
<b>GER:</b> Primary %	42.6	107.8
Upper Primary %	12.7	69.9



# Progress in Gross Enrolment Ratio (%)



# Daunting Problems Out of School Children

- Out of School children (6-14 age group):  
(2005-06)

1\* -  
4.4\*\* crore

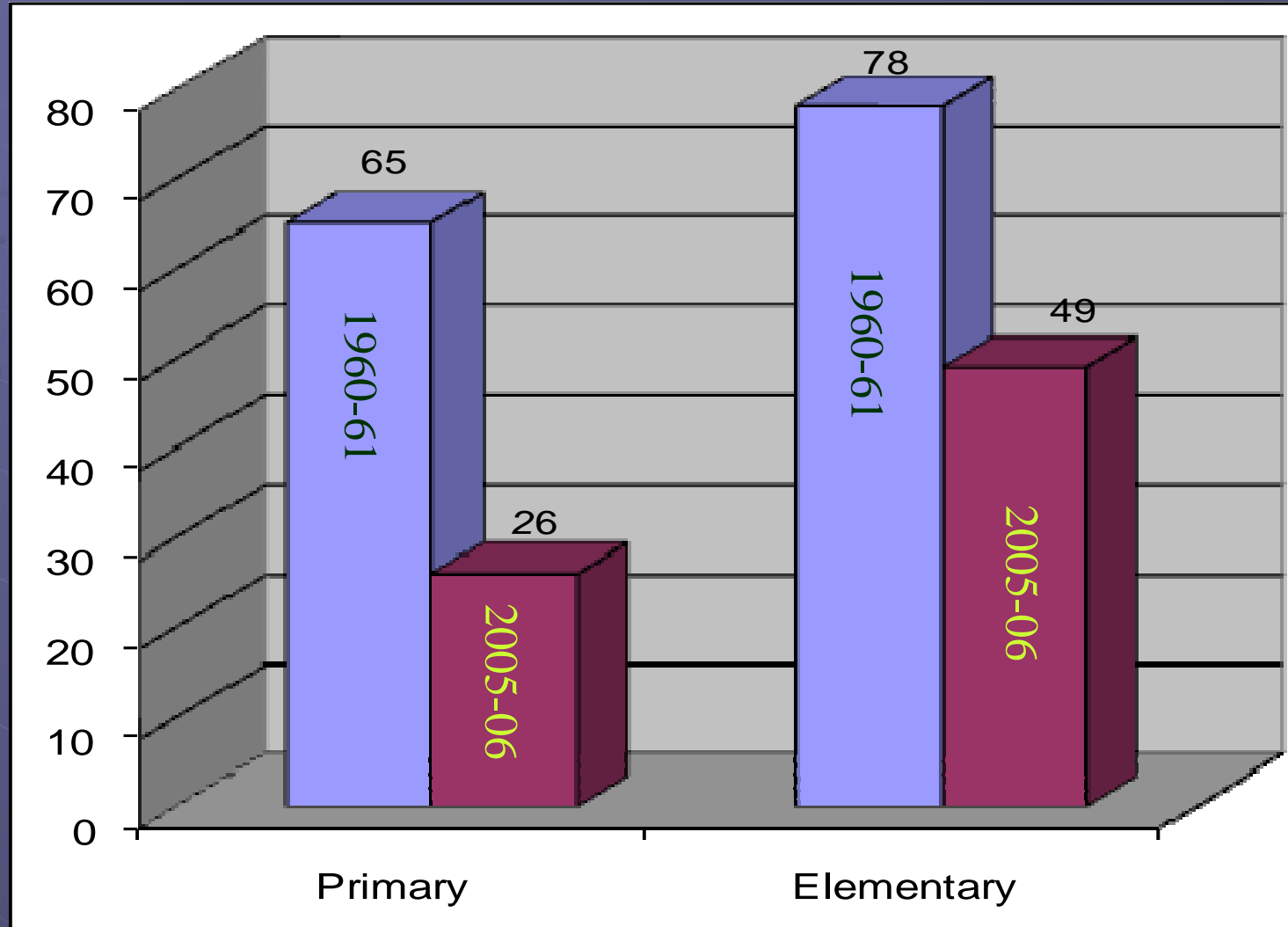
\*Gross estimate

\*\*Refined estimate

Assumptions: GER (P) = 20% higher than NER

GER (M) = 15% higher

# Rate of Dropout in Elementary Education



# Inequalities

- Inequalities by gender
- Regional inequalities
- Inequalities between Scheduled Castes/Tribes and others – enrolment ratios, dropout rates

# Right to Elementary Education

- Free
- Compulsory

# *Elementary Education is neither free nor compulsory*

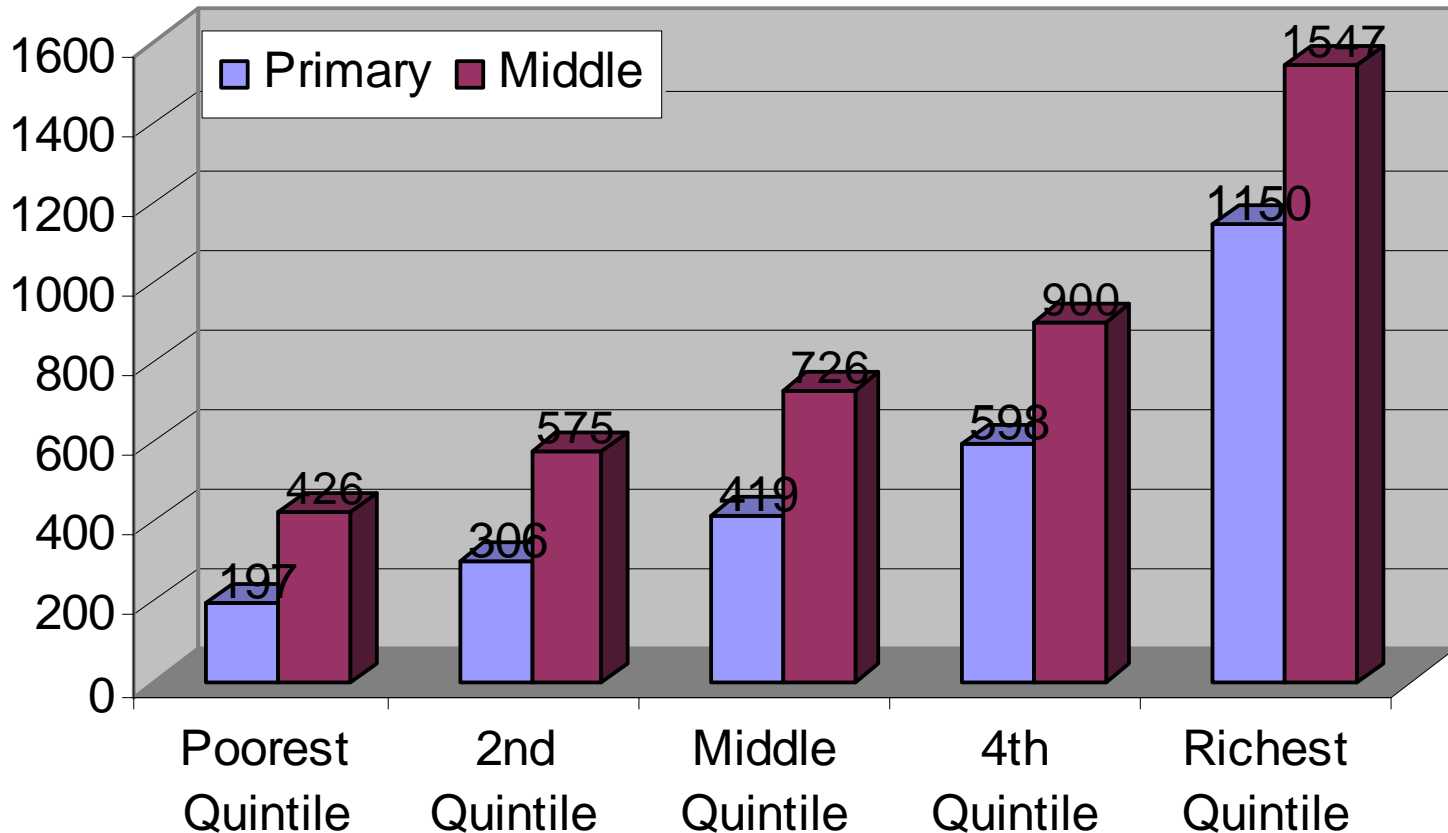
## ● Fees

- Tuition
- Other Fees

## ● Other household costs

- Expenditure on books, transport, uniforms, private coaching, etc
  - Opportunity costs
- Household costs (excl opportunity costs) in India  $\approx 1/3 - 2/5$  of the total costs

# Household Expenditure per Student (Rs. Per annum) 1995-96





# Compulsory?

- **Compulsory education acts do not exist in many countries**
- **Even if they exist, they are not effective in many**
  - **either on the governments**
  - **or on the parents**

# Flawed Assumptions and Faulty Approaches

# Flawed Assumptions and Faulty Approaches ...1

- **# 1: Developing countries cannot afford universal free elementary education**
  - Free education is bad
  - It requires huge money
  - We do not have those resources
  - So undesirable approaches have to be adopted

# Good Quality Education is Affordable

- **Majumdar Committee Recommendations (for UEE), 1999**
  - Rs 137 thousand crores/10 yrs
    - = Rs.14 thousand crores per year
    - = **0.7% of GDP additionally per year on average**
- **Money is there, priorities are different**

# Let us note

*To say that India does not have  
have the money for education  
[and health care] is absolute,  
utter unmitigated nonsense.*

**Amartya Sen**

# Assumptions and Approaches ...2

## ● # 2: *Poor people do not require good education*

*Poor People do not value education*

- Provide cheap education to fulfill the legal/Constitutional requirements
- Focus on non-formal and adult education
- **EGS/NFE/DE/OS are good substitutes**
  - Least expensive
  - Of Short duration (6 months-2 years)

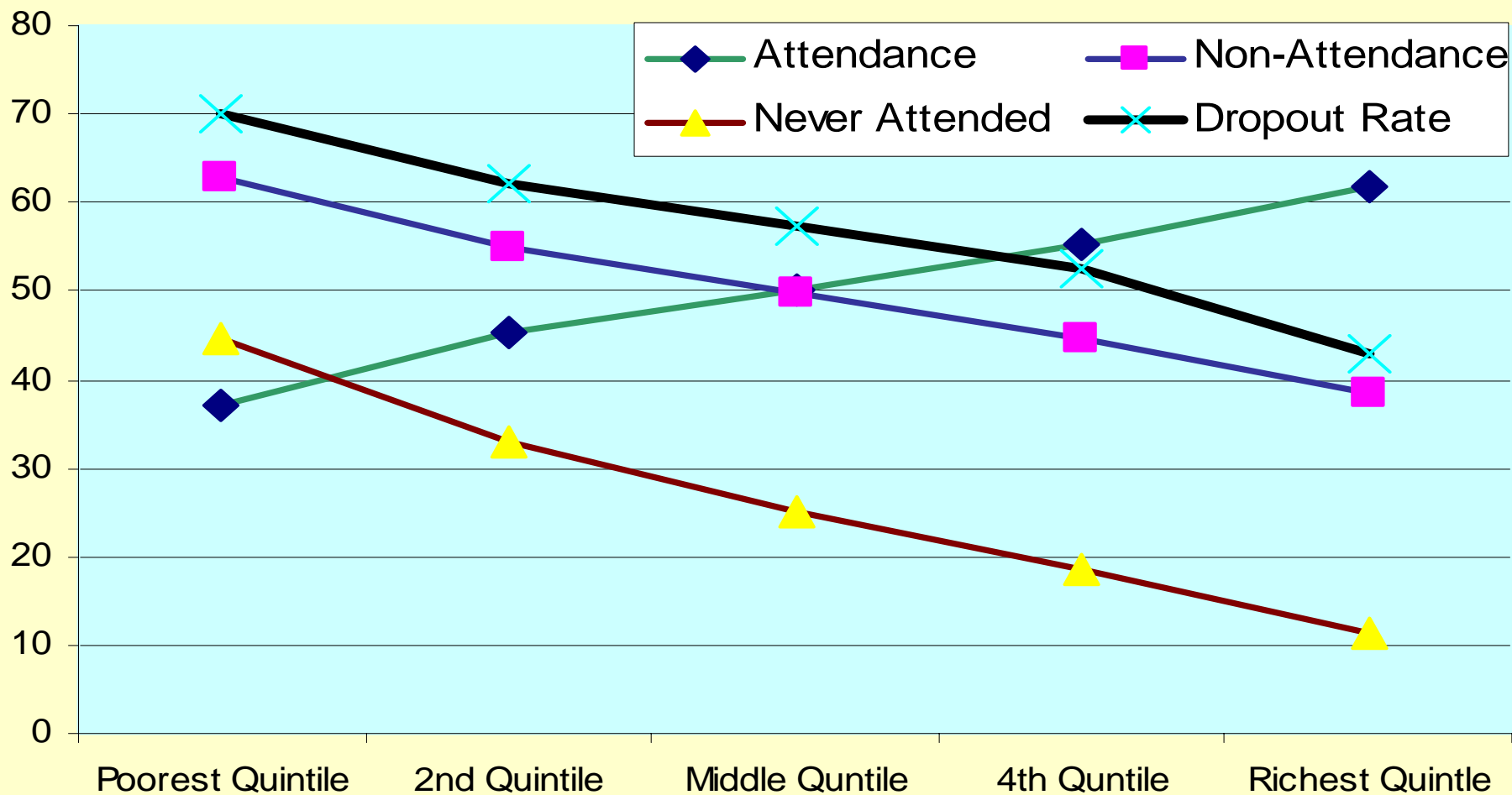
# Assumptions and Approaches... 3

## ● # 3: Economic factors are not important to stimulate participation in education

- Poverty is not a constraint
- People are ready/able to pay for education
- No need to provide free education
- There is no demand for education



# School Enrolment Rates, by Household Expenditure Quintiles 1995-96

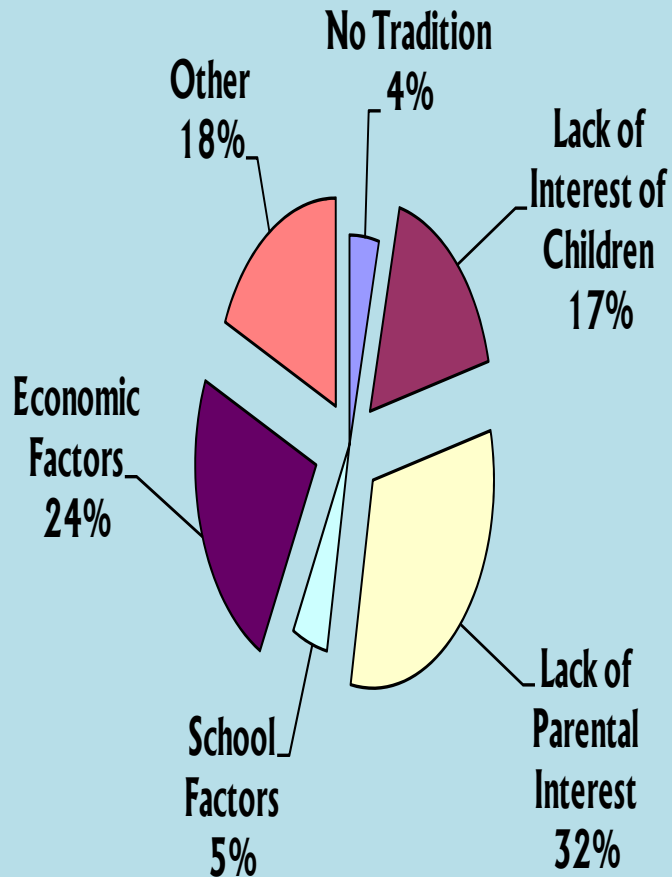


# Assumptions and Approaches... 4

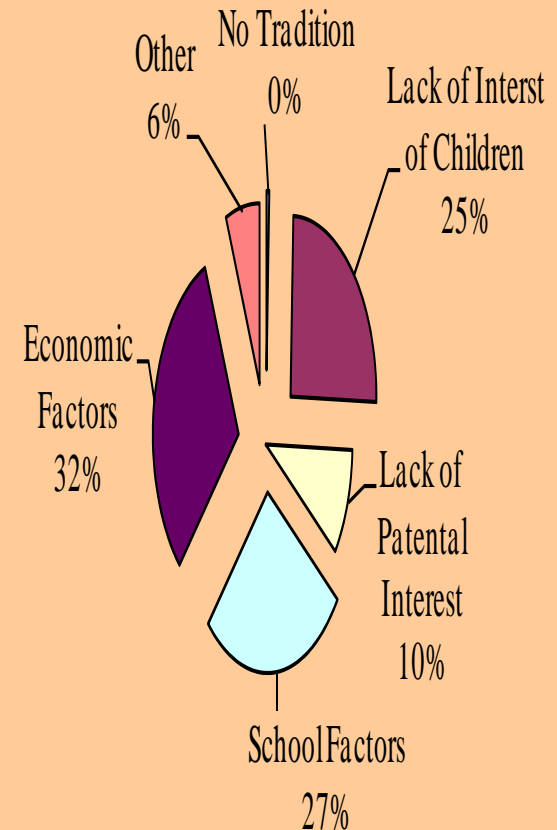
## ● # 4: Poverty is the only constraint in educational development

- Schools are provided everywhere

# Why Do Children never go to schools ?



# Why Do Children Dropout?



# Assumptions and Approaches... 5

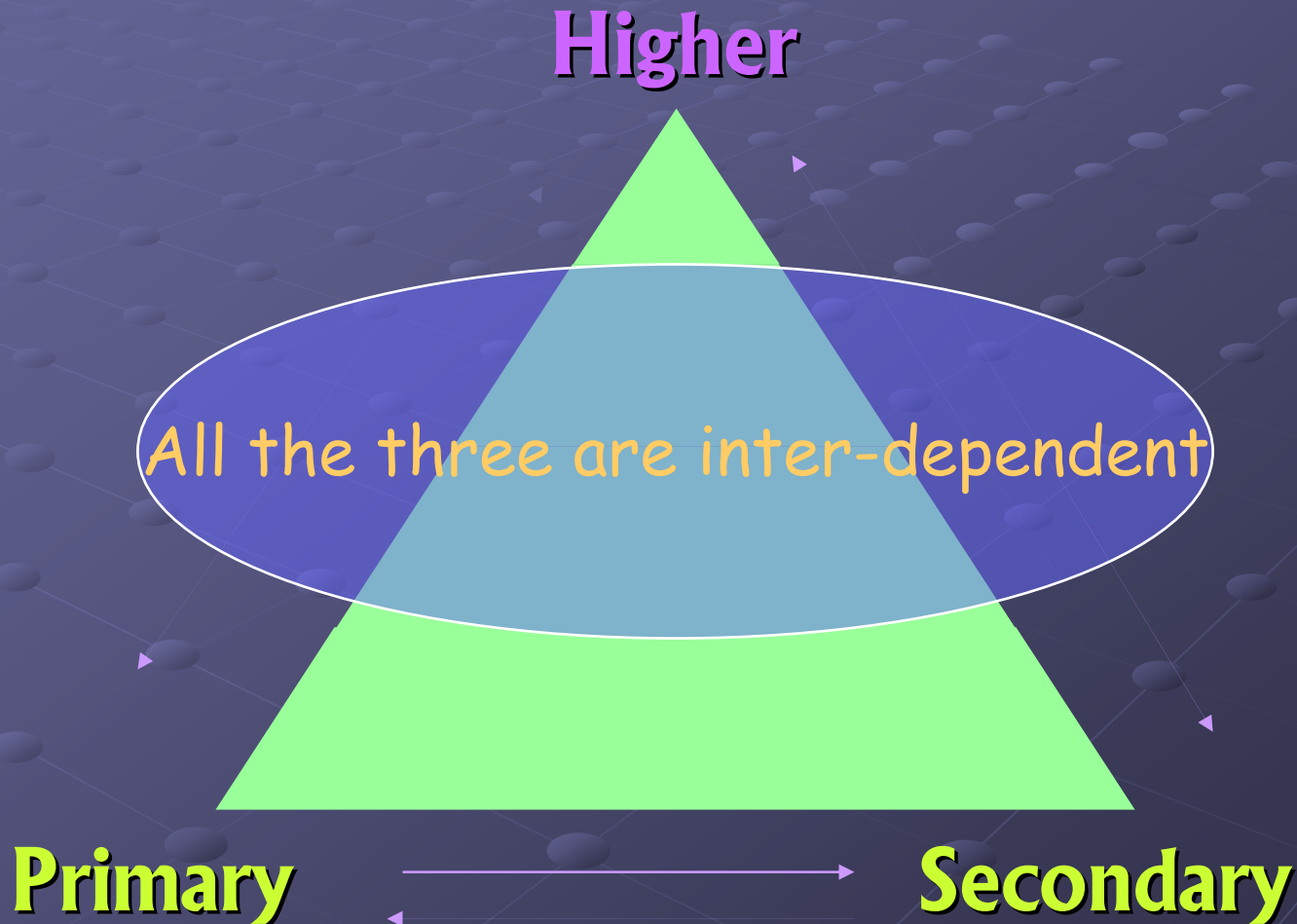
## ● # 5 At best *Basic education is enough; no need for higher education*

- Higher education has no role in poverty reduction or in growth
  - Concentrate all efforts on EFA

### ➤ Inter-linkages

- ### ➤ Neglect Secondary and Higher education
- Remain for ever at subsistence level (just above poverty line)

# The 3 Quadrants of the Education Pyramid



**Note: Inter-sectoral dependencies need to be recognised**

# Assumptions and Approaches... 6

## ● # 6: *Private Sector and NGOs can take care of education*

- Role of the State can be reduced
  - Privatize education
  - Profits in education are ok
  - Education can even be traded in international markets
- **No nation relied on private sector for universalisation of elementary education**

# Assumptions and Approaches... 7

## ● # 7: *There is willingness to pay for education*

### ➤ Introduce/increase cost recovery rates

#### ● Fees, user charges

- It is *compulsion* to pay, not willingness to pay
- Cost recovery mechanisms increase inequalities and poverty



# Assumptions and Approaches... 8

## ● # 8: *Trained Qualified Teacher is not important*

- Recruit unqualified, untrained teachers
  - Recruit teachers on contractual basis, 'teachers not qualified to teach'
  - Para-teacher system is fine
  - High Pupil-teacher ratios are ok
- **Note: Quality of teachers and pupil teacher ratios and school completion rates are systemically related!**

# Assumptions and Approaches... 9

## ● # 9: *Decentralisation is the mantra for development*

- Abdication of responsibilities by the Central governments
- Mainly for mobilisation of community resources?
- Increase in regional inequalities

# Assumptions and Approaches ...10

## ● # 10: *Foreign aid will solve financial and all other problems*

- It improves internal efficiency, management, funding
- Go for loans – stabilization, structural, sector, project.. Multilateral, bilateral -- all kinds of loans and grants for primary education
  - **Increases donor dependency**
  - **Introduces distortions in national priorities**

**Note: Aid It rarely led to improvement in education of the masses in developing countries**

# What is needed?

● **Approach to Education: as a right**

● **LEGISLATION**

- Comprehensive
- Unambiguously defined
- Tough
- Long term vision of development
- Imperativeness

# The Education Bill

- **Provision of Free Education: abolition of**
  - Tuition Fee, Other Fees
  - Provision of other items -- Instructional material, Incentives
  - **Move from FEE to PARTIALLY FREE to TOTALLY TRULY FREE EDUCATION**
- **Provision of formal public 'Education'**
  - NOT Non-formal, Open learning, Other cheap 'alternative' and 'innovative' forms
  - Full formal schools -- Not EGS/Alternative/Transition schools

# The Education Bill

## ● Provision of Longer Cycle of Education

- Not just 5-8 years of schooling: Grades I to VIII ?
- developed countries (10-12 years of schooling/upto 16/18 years of age)
- Move towards provision of WHOLE SCHOOL LEVEL EDUCATION free and compulsorily.

## ● Compulsory

- more on Government, Less on parents

## ● Need to provide equitable education to all

## ● Need to march towards A COMMON SCHOOL SYSTEM



# Recent Initiatives

- **Funding of education**
  - **6% GDP to education – reiteration of the goal**
- **Foreign Aid**
- **Mid day meal**
- **SSA**
- **Education Cess**
- **Decentralisation**



A 3D grid of spheres, resembling a crystal lattice or a molecular structure, is rendered in a light blue color against a dark blue background. The spheres are arranged in a regular, repeating pattern that recedes into the distance, creating a sense of depth. The lighting is soft, highlighting the top of the spheres and casting subtle shadows.

**Are these initiatives sufficient?**

***Thank you***