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The Education Charter

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Yoga

Culture

Education

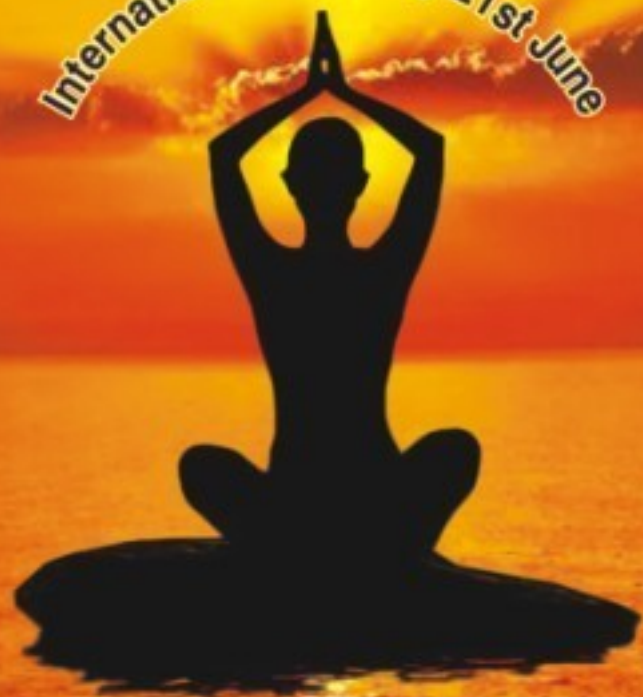
Health

Peace

Research

Innovation

International Yoga Day 21st June



Higher Education for Action to Better World, and Sustainable Development

The International Education Charter is a declaration of fundamental principles guiding youth education worldwide in the 21st century. Created by global civil society, CCLP Worldwide and endorsed by thousands of members, volunteers, organizations, institutions and individuals engaged in promoting the position of youth, the International Education Charter is not only a call to action, but a motivating force inspiring change the world over. The International Education Charter is being implemented into the Declaration of Higher Education for the 21st century by UNESCO, and Ten Principles of United Nations Global Compact for the purposes of creating a more purposeful and sustainable future for today's youth.

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Integrity		Cohesive force
Solidarity		Common interests
Courage		Face of Society
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THE EDUCATION CHARTER

Education to Livelihood

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Editor



From the Desk of Editor

Season's Greetings and Happy New Year 2015

Dear Readers,

Let's start New Year with healthy note. May your new year be blessed with much love, joy, happiness and good health.

I am pleased to present 18th edition of the magazine with update of trends and insights on Health and rejuvenation as we believe "healthy mind lives in a healthy body".

Last month United Nations resolved to celebrate International Yoga Day on 21st June every year to promote global health, education and peace of mind. And we have covered this special occasion in the cover page and insight story of the magazine.

When we speak of health and its care we simply can't ignore the ever growing importance of physiotherapy in modern health treatment and our writer has meticulously written very informative story of healthy body.

For our academic readers we have included the subject 'comparative analysis of Funding in Education sector with case study of England and Sweden'.

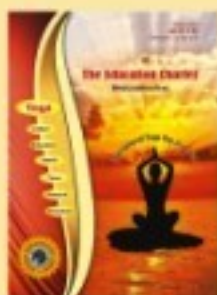
The inclusion of well researched articles on United Nations Academic Policy on UNESCO and other UN organs and Status of Education in emerging India in 21st century are two interesting analytical presentations for our enthusiastic subscribers.

I thank you all for making 'The Education Charter' worthy of reading and Learning.

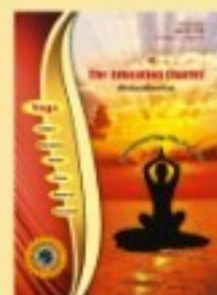
As Always



Editor **Vikrant Singh**
The Education Charter



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Healthy mind in healthy body.....

By Vinod Singh

"Yoga is invaluable gift of ancient traditions. Yoga embodies unity of mind and body; thought and action; restraint and fulfillment; harmony between man and nature; a holistic approach to health and well being. It is not about exercise but to discover the sense of oneness with yourself, the world and nature."

By Hon'ble Prime Minister of India Sri Narendra Modi.



The declaration of International Yoga day by United Nations has recognized the importance of yoga in the area of global health, education and peace of mind.

With this new day in the calendar of United Nations and its member states people will start to take this practice seriously for well

being and healthy life style and more benefits for the students and professionals where mental and physical balance is utmost important.

Yoga is spiritual practice or discipline that aims to transform body and mind for healthier reason. The origins of Yoga have been speculated to date back to pre-vedic Indian

traditions. The ultimate goal of Yoga is moksha (liberation) though the exact definition of what form this takes depends on the philosophical

or theological system with which it is conjugated.

Few experts believe, "Yoga has five principal meanings"

1. Yoga as a disciplined method for attaining a goal;
2. Yoga as techniques of controlling the body and the mind;
3. Yoga as a name of one of the schools or systems of philosophy (*darśana*);
4. Yoga in connection with other words, such as "hatha-, mantra-, and laya-," referring to traditions specializing in particular techniques of yoga;
5. Yoga as the goal of Yoga practice.

The adoption of International Yoga Day by General Assembly of United Nations is one good thing to have happened as Prime Minister of India in last assembly session of UN had proposed the idea of International Yoga Day as healthier choice of mankind.

The proposal of yoga day which was introduced by Indian representative was supported by 175 Nations as Co-Sponsors, the highest number ever for any resolution in the 193-member UN General Assembly. This is also for the first time that such an initiative has been proposed and implemented by any country in the UN body in less than 90 days.

Through the resolution, adopted under the agenda of 'Global Health and Foreign Policy,' the General Assembly recognized that Yoga

"provides a holistic approach to health and well-being" and that wider the dissemination of information about benefits of practising Yoga would be beneficial for the health of the world population.

June 21 as the International Day of Yoga, one of the two solstices, is the longest day in the Northern Hemisphere and has special significance in many parts of the world.

The UN in its annual calendar has listed nearly 118 international days, years and anniversaries for observance. The main significance of the UN declaring an International Day is to focus the attention of the international community on the topic and to encourage activities among the member states to commemorate the day.

The text of resolution as passed by
General Assembly of United Nations
International Day of Yoga

The General Assembly, Recalling its resolutions 66/2 of 19 September 2011 on the Political Declaration of the High-level Meeting of the General Assembly on the Prevention and Control of Non-communicable Diseases and 68/98 of 11 December 2013 on global health and foreign policy,

Reaffirming General Assembly resolutions 53/199 of 15 December 1998 and 61/185 of 20 December 2006 on the proclamation of international years, and Economic and Social Council resolution 1980/67 of 25 July 1980 on international years and anniversaries Noting the importance of individuals and populations making healthier choices and following lifestyle patterns that foster good health,

Underscoring the fact that global health is a long-term development objective that requires closer international cooperation through the exchange of best practices aimed at building better individual lifestyles devoid of excesses of all kinds,

Recognizing that yoga provides a holistic approach to health and well-being,

Recognizing also that wider

dissemination of information about the benefits of practising yoga would be beneficial for the health of the world population, .

1. Decides to proclaim 21 June the International Day of Yoga;
2. Invites all Member and observer States, the organizations of the United Nations system and other international and regional organizations, as well as civil society, including non-governmental organizations and individuals, to observe the International Day, in an appropriate manner and in accordance with national priorities, in order to raise awareness of the benefits of practising yoga;
3. Stresses that the cost of all activities that may arise from the implementation of the present resolution should be met from voluntary contributions;
4. Requests the Secretary-General to bring the present resolution to the attention of all Member and observer States and the organizations of the United Nations system.

In conclusion Yoga has many benefits and not limited to health and peace of mind it has positive effects on education, culture, governance, innovation, research and many more pressing issues and only time will judge what yoga will add to happier and healthier society.

Comparative Analysis of Funding in Education: A case of Academies in England and Sweden

By Airhunmwunde, Matthew

This article will attempt to critically analyze funding in Education focusing on Academies in England and Sweden. In order to do this, it will evaluate key changes in relation to education in England and Sweden by discursing issues relating to policy changes, social class, school choices, entrance and admittance, voucher system and free market ideologies. Furthermore, it will explore the relationships of school funding and For-profit Company and consequently clarify social mobility and its effects on school funding.

Within the educational system in England is a category of school called the Academy; and it is an autonomous school devoid of the control of the Local Educational Authority, LEA, yet publicly funded, with a number of private sponsorship. Like the American Charter School (Smithers, 2005), it was originally known as City Academy but was later altered to Academy (Education Act,

2002). From inception, it was envisioned to tackle the problem of embedded failure of English schools including those in communities with dwindling academic attainment (Smith, 2005). As a rule, the funding of most schools who were assumed to be failing or were likely to be unsuccessful with acceptable standard were prevented from receiving funding and were consequently compelled to become an academy in order to receive their complete funding from the government. This according to DfE (2012) influenced other schools who intended to be independent from LEA control. The implication was that many schools in England converted to academies while others are in the process of doing so. Nevertheless, the success (Beddel, 2008) and the existence of these schools have been greatly criticized as a waste of public fund (Smithers, 2004) and contested by individuals including teachers union, teachers, politicians, parents and even

commentators and analyst alike (Allen, 2010; Homlund and McNally, 2010; Böhlmark and Lindahl, 2012)

Contrarily, the number of private schools in Sweden was so minute prior to 1990, and was mostly tuition-funded boarding schools (Sahlgren, 2010). However, a fundamental education reform in 1992 changed the face of education and permitted privately run schools offering primary or secondary education to obtain public funding for each student enrolled in the schools. These became known as the independent schools (Buonadonna, 2008). Like the academies in England (Smith, 2005), the independent schools are funded from the local municipality, contingent on the number of students they have registered. Accordingly, these schools are proscribed from any form of prejudice or admission examination prerequisite, nor are they permitted to surcharge the students. Notably, these schools are permitted to accept any form of bestowment (Machin and Vignoles, 2005). In the same way, many of these schools offer alternative pedagogy including special needs (Nyheter, 2007) and individuals are allowed to initiate an independent school. Nonetheless, like England, the independent school in Sweden has split public view (Nelson, 2008; The Economist, 2008) despite its huge success

(Böhlmark and Lindahl, 2012) and proposed model for other countries.

During the post-war era, there have been efforts to reform the UK education system. According to Machin and Vignoles (2006), despite several reforms, there were four key policy changes in England education system resulting from the problem of deficient and perceptible falling standards in schools, comparatively poor basic skills of the UK population, low staying on rate at age 16, and continued inequalities in Higher Education. Considering this anomalies, Le Grand (1991) noted that consecutive Conservative governments in the 1980s and 1990s introduced a market mechanism into England educational system with the purpose of expanding parental choice and thereby enhancing the accountability of state funded schools. Similarly, Gorard, et al. (2001) observed that in late 1980s, a harmonized national curriculum was commenced for pupils aged between 7 and 16 to raise standards by making sure all students study a prescribed set of subjects up to a smallest level until the age of 16. This was followed in 1998 by the establishment of the National Literacy and Numeracy Strategies to develop pupil basic skills (Machin and McNally, 2005). The two policies concerning participation in post-

compulsory schooling were the perennial effort at qualification reform to enhance the attraction of labourmarket value and the Education Maintenance Allowance to pay individuals from deprived backgrounds if they remain in full time education beyond the age of 16 (Machins and Vignoles, 2006). Subsequently, the policy of expansion of Higher Education to increase skilled labour supply in order to compete internally and increase individual chances irrespective of background was introduced (Clark, et al., 2005). In contrast, several educational policy reforms have been initiated in Sweden and these have been instrumental for its development. The first national school curriculum was established in 1962 (Blomqvist, 2004) and in 1966 The Ministry of Education undertook responsibility for preschools (Mörner, 1989). The Special Service Act of 1968 was initiated to ensure all children are entitled to education including children with intellectual disabilities (Tilton, 1991). And like Britain, the curricula were introduced in 1994 to radically clarify the mission of Swedish schools; this was after the voucher was introduced in 1992 (Rangvid, 2008). This was followed by a compulsory education free lunch for all students under the 1997 Swedish Education Act (Education Act, 2002). The following year marked the national

curriculum for Preschools and in year 2006, there was the introduction of the new Act Prohibiting Discrimination and Other Degrading Treatment of Children and School Students (Wilborg, 2010). In 2011, a host of school reforms were initiated including new curriculum and new grading system and commenced including earlier grading and a system of teacher education and more recently in 2013, a prerequisite on Professional certificate for school and preschool school teachers on permanent contracts was endorsed.

There is no gainsaying that persistent social class gap (Sayer, 2005) for educational attainment is one of the foremost concerns that campaigners in England have concerning academies and 'Free' Schools. Educational disparity has continued to expand between children of poor and rich families as compulsory school progresses (Gorard, 2005). Generally, there is a major difference in the resource provisions for education since most academies have been set up in areas of considerable socio-economic disadvantage, often based on existing schools deemed 'failing' (Meighan, 2007). As a result, poor kids are more likely to attend the lowest-performing schools in deprived areas (Kerr and West, 2010). Educational attainment is

directly correlated with spending levels, so the higher the resource provision, the higher the attainments and the greater the educational life chances in that area (National Equality Panel, 2010). First, property taxes fund most schools; therefore, schools in affluent districts have more money and such areas are predominantly middle class who can afford to pay higher salaries, attract better teachers, and purchase newer texts and more technology (McDonough, 1997). This is not the case for students in less affluent neighborhoods who are less likely to go to college and are more likely to be tracked into vocational or technical training (Perry and Francis, 2010). School effectiveness research, which does seek to control factors such as prior attainment and social class, suggests that variations between schools do make a difference, but that extra school factors are much more significant in determining student progress (Drew & Demack, 1998). Moreover, eligibility for free school meals is linked particularly with low levels of attainment for white British pupils, more so than for other ethnic groups (Demie and Lewis, 2010). Even Gove (2010) indicated in his speech to the Conservative Party conference that more young people from independent school Westminster alone go to the 'best' universities than the entire group of young people on free

school meals. Similarly, the leader of the Swedish Democratic Party, Mona Sahlin, observed that inadequate funding of the project in Sweden has led to many free schools opening with poor amenities and high numbers of ill-equipped teachers (The Guardian, 2010d). Correspondingly, Wiborg (2010) maintained that the positive results of free schools in Sweden have been inadequate and temporary and this has increased social segregation and disparity, as children perceived to be more difficult are rejected. This predisposition for Free Schools to increase social disparity and advantaging wealthier children (Allen, 2010) is clear that the frontier between the public and private sectors is becoming increasingly hazy, and that the setting of the education system is gradually complicated, intricate, disparate and uneven (Ball and Junemann, 2010).

Suffice to note at this juncture that the most profound form of state-funded but independently managed schools has not been endorsed in England, where fee-paying independent schools remain prevalent amongst a substantial minority (Cowen, 2008). Rather, this has been the practice in Sweden, a country that, before the reform, had an education sector of which independent schools consist less per cent (Wiborg, 2010).

It is a fact that Sweden's school choice reform is peculiar in that it is organized: presenting the same right to choose to every family in every area, irrespective of background, and throughout schooling years from primary to post-16 education (Böhlmark and Lindahl, 2007). Notably, while presenting parents a previously unparalleled level of choice, they also took steps to ensure that the new system was coherent with Sweden's egalitarian values by eliminating pupil selection from independent schools totally (Machin and Wilson, 2009). Thus, without a reform of revolution or destruction, newly established schools were elegantly integrated into the system. Consequently, unlike England of today, the vigorous policy of school choice does not have to settle for the principle of equality of opportunity for all, provided correct measures are taken to include everyone. Also, while most conventional concept of school choice in England requires a minimum level of provision for every child (Smithers, 2005), Sweden's model went beyond a system that aims to use school choice as a means to proffer an equal level of provision for every child. In England, the educational policy debate has tended to concentrate on measureable economic outcome (Smith, 2005).

Even though the funding arrangement in

Sweden's independence schools have been diverse since the reform, it has however been completely based on a voucher attached to each pupil (Cowen, 2008). This is a reflection of the reasoning behind the reform: an effort to make the system cost-effective. As noted by Bergström and Blank (2005), this will prevent the municipal schools from hindrance after all they are obliged to account for various administrative and overhead costs which is associated to their total responsibility for the school system. Unlike in England (Brooks, 1996) municipalities must guarantee a spot at the local state school where a family demands for one compelled to independent schools who simply have to register their maximum capacity. In addition, it seems that permitting new schools of different types to open in Sweden has not led to a considerable proliferation of programs, policies or religious views in the sector (Cowen, 2008). Instead, the multiplicity of school types is fixated on the different pedagogies and curriculum profiles on offer. Among the various independent schools is the type that is formed in sporadically populated rural areas when a municipal school is at risk of closure due to supposed lack of demand. According to BBC News (2008) this is a reflection of a similar problem in England where there are presently over 100 state-funded village schools

earmarked for closure. In Sweden, rather than closing or coercing children to be educated further away from home, these facilities are every so often taken over by independent schools, often established by local parents (Bergström and Blank, 2005). No doubt, this is the explanation of the reduced number of independent schools in comparison to municipal schools. The schools are permitted to continue operation even after municipalities have decided they would be uneconomic to be operational. Remarkably, irrespective of the ample minority of schools with a specific religious description, no special permission is granted to select pupils on the grounds of their beliefs or practices, as is presently permitted with faith schools in England (Gibbons and Silva, 2011)

On the other hand, free market ideologues could get diverted and these presuppose that Sweden has validated complete deregulation of education, yet this is to the contrary. The policy is shaped particularly to permit new schools into the state sector without hindering significant disruption to the already existing schools. Simultaneously, the essence for equality of provision is put at the core of the system by delivering the flexibility of a market accompanied with the guaranteed standards and equity of state provision (Björklund, et al.,

2005). Correspondingly, the system of registration according to (Böhlmark and Lindahl (2012) has been patterned to ensure that every school available to parents' matches some fairly laborious standards and that they do not pose a risk to the existing school system. This involves the evaluation of the suitability of the proposal for a school through their ability to deliver service that is commensurate to the education that will accrue to the children in a public school (Clark, 2009) and the establishment of the likely effects of the school on municipal schools in the area such as adherence to the national curriculum (Holmlund and McNally, 2010). Conspicuously, the Swedish obligatory national curriculum differs from England in the fundamental respect that it is 'goal-based' rather than doctrinaire of particular teaching methods. Thus, Skolverket (Swedish National Agency for Education) sets what pupils should know by a specific stage but does not set out condition on how they should be accomplished as is the case in the England (Skolverket, 2006). Therefore, enhancing the divergence between the responsibilities of the municipalities and independent schools is a responsibility of Skolverket.

Again, the Swedish vouchers system prohibits education providers from

contending on one measure in the sector. This is so because the voucher cost is set by the amount given to municipal schools for each pupil (Böhlmark and Lindahl, 2012). Consequently, the municipalities make the final resolution on the value since the voucher is strongly influenced by the block grants given by the national government to the municipalities. In contrast to England, parents have no direct control over what the value of the voucher attached to their child is, nor are they permitted to top it up from their own funds. Additionally, schools must accept the value of the voucher, notwithstanding the variation across districts (Bettinger, 2011).

Without a contravention, for-profit schools are especially a fundamental element of the Swedish reform (Machin and Wilson, 2009; Arreman and Holm, 2011) and have been attacked by some critics especially the Left. Particularly in England, a far more alarming precedents have already been set than merely allowing for profit companies to proffer education to families. Example include the use of Capita by institutions for criminal record checks and the role of Pearson Education in the assessment market (Smithers and Massy, 2003; The Guardian, 2013). Undoubtedly, this arrangement is the worst of both worlds as considering that commercial

operations have been embraced into England education sector but not in a way that incites them to contend for commerce. Contrariwise, in Sweden, companies only have aspirations of making money only by appealing candidly to families, who always have the alternative of refusing their services on some grounds (Holmlund and McNally, 2010). Thus, using a for-profit company in Sweden is just an option of many but for some in England, it is already compulsory.

It should be noted that Sweden is a place of vast intergenerational social mobility and amongst the precedent of high social mobility rates in egalitarian Scandinavia in contrast to much lower rates in many other societies including England (Allen, 2010). Clark and Cummins (2012) maintained that there is comparable and contrary correlation between income inequality and intergenerational educational mobility. Specifically, enhanced mobility in a country like Sweden suggest that institutional arrangement for the support of public education like the independence school reforms play a significant role in influencing rates of social mobility (Clark, et al., 2012). The consequence is that lower rates of social mobility observed in a country like England depicts institutional and social failure. England's decline according to (Blanden and

Machin, 2007) is a reflection of the better off have benefited extremely from increased educational opportunity. The strength of the relationship between educational attainment and family income, particularly access to higher education, determined by occurrence in earlier year's education, is at the heart of England's low mobility culture. More than ever, children from poor background, who have been relegated to village academies, seem to have significantly worse academic and career outcomes than those in rich backgrounds (Clark and Cummins, 2012). This sequentially entrenches divergent between social classes and this invariably means that the life chances of individuals come to be demarcated more by circumstances than by effort or talent. Gove further buttressed this when he maintained that England society is profoundly unequal, since one's parentage dictates one's progress. He claimed that those who are born poor are probably going to stay poor and those who inherit concession are more likely to pass on privilege in England than any similar country including Sweden (Richardson, 2012; Shepherd, 2012). No doubt, this stratification and segregation are ethically indefensible.

This review sought to outline some of the key issues in relation to funding in Education

with a focus on Academies and Free schools in England and Sweden respectively. In Sweden, reforms enacted in the early 1990 have permitted new schools with various forms, to be established that are independent of government control. Several educational providers interposed, ranging from non-profit co-operatives and faith groups to for-profit corporations. These organizations are now operating schools financed by means of public money through a voucher system. Like Sweden, England has also attempted to introduce the academy devoid of the control of the Local Educational Authority. Unfortunately, England free school seems to be dissimilar from the Sweden's and has had to content with stream of issues. One of the concerns is that this choice in school system has led to tendencies of segregation and inequality in pupils, social class, performance, and achievements. While the public schools in Sweden are compelled to include everyone in the municipality within the student cohorts, including those with operational hitches and special needs, the independent players are emancipated from such responsibilities. Irrespective of the ample minority of schools with a specific religious description, no special permission is granted to select pupils on the grounds of their beliefs or practices, as is presently permitted with faith schools in

England. Correspondingly, the system of registration according to has been patterned to ensure that every school available to parents' matches some fairly laborious standards and that they do not pose a risk to the existing school system. The Swedish voucher system prohibits education providers from contending on one measure in the sector thus, unlike England, schools must accept the value of the voucher, notwithstanding the variation across districts. The arrangement of for-profit schools is the worst of both worlds considering that commercial operations have been embraced into England education sector but not in a way that incites them to contend for commerce. This is contrary in Sweden, where companies only have aspirations of making money by appealing candidly to families, who always have the alternative of refusing their services on some grounds. The resilient intergenerational persistence of mobility in a country with several years of substantial public provision of opportunities and funding for education, at rates comparable to other countries without such aligned expenditures, proposes that the dynamics that determine intergenerational mobility must be integral to the construction and functioning of families. These may be influences that are impossible to alter and modify with public policy.

Indubitably, in my opinion, the practice of Sweden is valuable, but inevitably constrained, in the degree to which it can help forecast the impact of school reforms in England. A foremost point for this is that the schools also experienced a profound devolution of the education system, which would appear to be precarious for promoting multiplicity and throughput gains through testing in free schools. There are fewer reasons to be concerned that a free school system in Sweden will engender higher school stratification since the country's lower levels of income and skill disparity mean there is lesser need for parents to choose schools constructed on social composition. It is not impossible that Sweden's resilient tradition of non-standard schooling is resulting to a stronger disparity of provision than parents in England would ever request. After all, evidence on the effect of the reforms propose that, so far, Swedish pupils do not seem to be impaired by the rivalry from private schools, but the new schools have not yet totally transmute educational attainment in Sweden.

Correspondingly, it is by no means vivid in tenets and praxis how far the provision of education can or should be independent from the political activity. In this regard, practicing the Swedish version may not make very much

transformation to the England's educational present circumstances. Recall that Sweden commenced from a position of no school choice in the early 1990's where all pupils had to attend the state school in their communities. In England, however, there was already much school choice and a diversity of establishments. But there is a setback because not all people in England are permitted to effect choice because they are devoid of the money to move to an area with good schools or the personal resources to access and cognize information about school attributes. This is a major challenge that needs more than a passing attention.

On the other hand, there have been a combination of snowballing segregation and dwindling outcomes, this makes it difficult to conclude that swelling competition between schools has led to better outcome. Notably, not everything apropos to money because the foremost reason why the Swedish paradigm gets accolades is owing to the basis that schools are free from political control. Nonetheless, this is limited up to a point

because the new Swedish schools still have to adhere to the national curriculum. In the same way, consciousness on success stories in education is not entirely adequate to inform policy. Policy makers must be apprised on the cost of success stories in relation to alternative policy options. Conclusively, in order to guarantee that more autonomous institutions will make an impact, new rules such as using structures already in place, non-selective and transparent admissions, weighting investment near the economically disadvantaged, greater flexibility for children with special needs, banning segregation for admissions, equal per-pupil funding, avoiding capital grants, reducing the essence for planning permission, upholding social cohesion, creating leverage for independent schools to opt-in, freedom in qualification and evaluations, facilitating the opening of free schools through evolution and not revolution, allowing foreign national opportunity to pay so as to join free schools, enhancing a goal based national curriculum and putting an end to a centralized system of inspection; should be initiated.



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The state of Her education in India: The plight of a girl child

by Shruthi Dhanwanthary

In India, there is a lot of discrimination against women and making them work at home or elsewhere is a major part of that prejudice against females. Caste, communal and regional tension within the country have destabilized and damaged the social constitution making women, especially those from the socio-economically disadvantaged stratum, more vulnerable to the ferocities of society. This has been the ongoing situation for generations after generations and affected by it is not only the adult women but also her offspring- the girl child to be precise.

During the last four decades since the Indian Independence, there has been a tremendous progress in the field of science, arts, media et cetera but unfortunately there hasn't been matching

progress in the sphere of education of the girl child or the rural adult woman. Many young girls still face barriers to education, spending their time doing household chores instead of being in schools. Recently a comprehensive desk study was conducted in slums and resettlement colonies in 5 major cities across India by a distinguished NGO. A series of reasons that keep the girl children out of school were attempted to be identified. Among these, absence of separate toilets for boys and girls in schools remains the single most commonly voiced concern for girl students, instigating them to drop out of school. Getting married at a very early age also acts as a key deterrent. The principal objective that fathers have in view is the amount of wealth to be expended for dowry in order for their daughters to

marry into a 'better' family and thus, benefit from it. They fail to consider that the same money could be put into education and more benefit could be achieved this way and that their daughters would be much more content with their lives while having a respectable position in the society. 43% of women are married before age 18, out of which 13% per cent become teenage mothers. Also, more than 20% respondents even said that girls are abused in or on their way to schools and about 60% said that they were not aware of special schemes for girls in the Right To Education Act of the Indian bill. These are just a few of the many alarming figures that have come out. The time has come to turn these figures around and acknowledge that girl child education is the need of the hour. Women and girls should have the power to dictate their own lives and control the decisions that affect them. They gain self confidence, learn technical, practical and life skills to demonstrate their capabilities and challenge stereotypes associated with them, thereby, improving the quality of their lives. Access to education for all, evenhandedly, is at the

heart of achieving this. It creates more equitable lives for women and their families and more importantly, increases their ability to play a part in community decision making and work towards achieving local sustainability objectives.

The world renowned Mahatma Gandhi once said "If you educate a man, you educate an individual; but if you educate a woman, you educate an entire family". She is the most crucial and revered entity. As it is, female literacy and education has a positive impact on profound issues like population growth, HIV and AIDS, peace and security and hence, ultimately on the overall development of a nation. Ignoring her and keeping her illiterate means we are creating an illiterate and ignorant generation. Moreover, extreme poverty of the Indian masses makes it imperative that education for girls should be free up to the matriculation standard.

Why, then, even in this age and time has so little attention been paid to her education? What are we to attribute this retrograde? In this country I believe, it is

not because people, in general, cannot have the means of information, that they are not sufficiently enlightened. But what are we to expect from those whose minds are corrupted with crude and unctuous ideas or remain uncultivated until the teen age? Knowledge must be systematical to be useful, and the object of education ought to be by a proper discipline of the mind, to systematize its mode of thinking. This can be done, only by digesting our ideas well, as they are received. But it is public opinion which upholds this modern system of smattering, which bids young girls to be humble and content within the narrow sphere to which she is consigned.

In female education, the main plans of action should be to cultivate the understanding arising from the neglect with which it has been treated and consequently to improve the disposition through a systematic approach. Although the Indian Government had made rapid strides towards universalizing education, there are still many noticeable gaps as far as girl child education is concerned. Non-formal education programs for girls who cannot go to school and supplemental

methods to improve quality of learning are not yet a priority. In every village, government typically provides an early child care center, a primary school and a high school in which children are enrolled into but enrolling children into these schools becomes a futile effort unless drop-outs are prevented and low level learning is addressed. The security of girls remains a big problem today for the increasing number of drop-outs each year. In saying all of this, the Government alone cannot be held responsible. It takes commitment, desire and initiatives in overall behavioral change of ordinary citizens as individuals and as a community, to bring about a shift in the attitudes toward the education of girls and their roles in the family, business and political life. Narrowing the bridge between the community and its education centers by involving the community in managing their schools could be one way to do this. Another way could be by providing life skills education and awareness not only to young people but also to non-literate adults who have a right to develop their full potential as human beings and citizens.

People must be encouraged to give up superstitions and backward feudal notions, like casteism and communalism and adopt scientific thinking instead. This could offer a means to preserve female youth from contempt of useful labour and to be an equal in the society.

Broadly speaking, unless education can be so intensely diffused, that every female citizen shall know her rights; and moral courage become so elevated, that she will maintain them with a firmness which no oppressor dare encounter, her

participation in a sound social, political and economic life becomes feeble, binding her to narrow circles of chains. Such a state of mental and moral improvement must be commenced in infancy, and is not to be expected, until girl child education is viewed with utmost significance and reforms are well in place and up to date. Only then, when her sphere of extensive usefulness is enlarged in proportion to her knowledge, shall the world appear in all its glory.



RE-IMAGINING EDUCATION. RE-IMAGINING INDIA

By Bhagyashree Patil

India stands 3rd in the global education sector , contributing around 62 billion USD. Though the amount invested is quite large, it is appallingly low with respect to the population of the country and in comparison with the sub Saharan African countries.

Only 56% of the total number of students enrolled for primary education continue to pursue secondary education. Out of these 56% , only 16 % manage to clear their class tenth and are then left for surreal survival in the pool of the unemployed and underemployed masses. These statistic become gloomier as we move from the urban to rural scale.

A quick review of the same can be taken from the initiative of SSA - Sarva Shiksha Abhiyan . SSA is formulated such that no student can be detained or failed , unless/until

she /he completes primary education i.e. till class 8th. This is irrespective of the capability of the student to be promoted to the next class. This has given an impetus to the literacy rate but at the same time it contradicts the whole process of learning and the quality of education. Combined with poverty and lack of affordable secondary schools, and under these circumstances , many students choose to drop out and those who continue further, face employment issues due to the poor primary schooling. This brings the current educational wheel to stagnation at a point where it needs to deliver the outputs of the schooling imparted. The Assumption of education being an linear extension of the past , worsens the situation further and education fails here in sustaining its most primitive means of existence.

To combat this, a cultural shift in the educational landscape is crucial. A culture which would develop and embody the theory

and practice of sustainability , from the emergence of a new paradigm , defined by holism , systemic thinking and self reliance. Massively building skilled individuals is not enough. We need to work towards purposeful application of this knowledge acquired , deriving opportunities for work from analysis of our problems.

Synonymous is the motto of Re:Imagine Learning Community , which aims at meaningful education for all by establishing a network of schools across rural India to empower the economically disadvantaged.. The schools would promote learning as a commitment of lifetime and thus would be distinguished from the rest of the schools. The school would cherish the inherent talent of every child ,and nurture it further , allowing the child to have multiple ways of expression and inspiring it to approach real life problems with an unconventional yet reasonable way. The children would be involved in each and every process dealing with the functionality of the school e.g. : Fund raising for the school, Design of the curriculum , Advisory etc.. The participation would expose the children to multiple opportunities of exploring themselves, making them confident and

helping and direct them in communication of their thoughts and directing these to live problem solving. ***Visualising Child as a CHANGEMAKER ,it would deliver India its first school for the children, by the children***

The idea is to expand beyond the physical boundaries of schools and groom children to address a wide range of social issues and come up with solutions for the same. This is the second initiative called Project Re: Imagine.

The children would have freedom to come up with the issues that interest them or which according to them require immediate attention and problem solving. These problems or issues could come up from within the community, across the region or relative to the global set-up. Assistance from the Children of other schools, the parents and the local community would be drawn in at this point. They would mentor children for these causes ,aid generation of solutions for the problems and further implementation of these solutions. For example , the issues could be of domestic violence, child labour ,addiction to alcohol etc, which the child would be viewing in its everyday life. Once the problem is identified, the children would try and come up with solutions for those. Here the rendering which

the school has passed on to the children would be challenged. Sincerely following the idea of child as an entrepreneur and the future architect of the society, the whole movement would create a platform for interaction between different layers of the society, spread the message of self-reliance and sustainability ,making the children, the community and the nation in the larger picture, more aware of self.

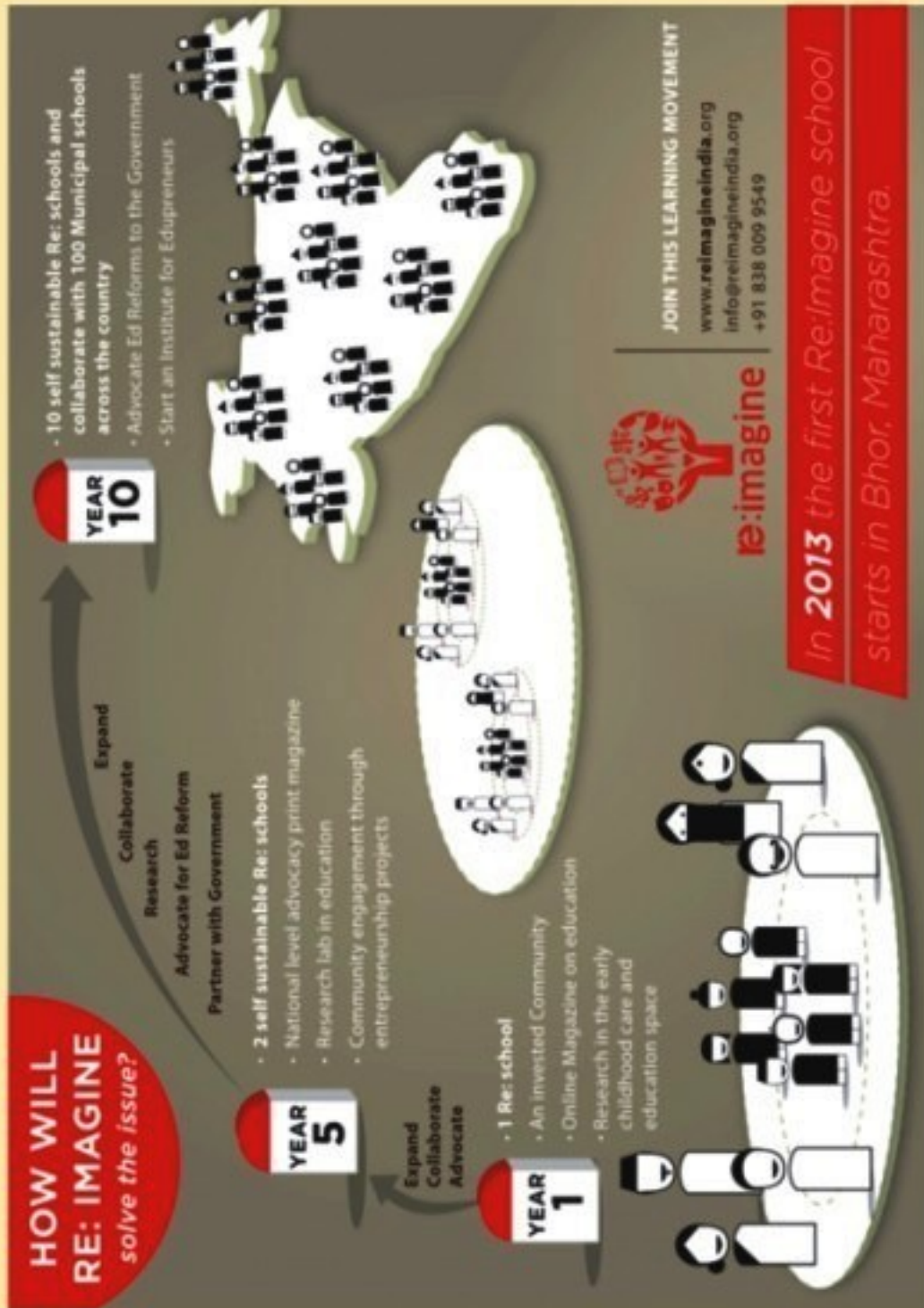
With a strong conviction about children entrepreneurship and in the engagement of the community in a child's learning the whole concept has a potential of culminating into a nationwide movement. an approach which would prepare the children to use their learning to serve the community , enlarging into serving the nation and the environment. This can create communal environment which would partner the school in achieving their goals, involve in the community entrepreneurship projects to build economic sustainability and advocate the cause for excellent education for each child.

"All the proceeds from our Project

Re:Imagine goes on to build our school, Re:Imagine Learning Community. This hybrid model of a for-profit and a not-for-profit going together would be critical and interesting for many in the not-for-profit sector who have brilliant ideas but are constrained for funds, and also of interest for the for -profit sector who want to do good while making profit. Re:Imagine has a lesson for both." , adds Surya ,the founder of Re:Imagine.

It sets an example of how the for-profit ventures can contribute towards successful execution of the not -for-profit social initiatives , intending interdependence to achieve sustainability.

Seeking synergy and coherence with all the aspects like ethos, pedagogy, management , procurement, resource use, the concept leaves us with the authentic sense of learning with a meaningful purpose. The vision values , sustains in the current scenario and helps realise human potential to fulfill the needs and sustain social , economic and ecological well-being.



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Community Physiotherapy Education in India: Tale of two decades

By Pavithra Rajan

Community Physiotherapy plays an important role in the public health system of India. However, it has not attained its importance. The education sector in community physiotherapy could be one of the reasons for the lack of awareness/importance of this field in India. An interview was conducted early

January 2014 with one of the eminent community physiotherapists from India. Insights into the education sector in community physiotherapy were obtained. The changes in the education that could probably enable more physiotherapy services for communities in India have been discussed in this paper.

Introduction

Over the last seven years while I (the author) have been working as a community physiotherapist in India, I came to realize that there are certain issues due to which Community Physiotherapy as a sector of education has not gained necessary importance [Rajan P studies]. My passion in this field dates back to 2002. While many people have been instrumental in my continued interest in this field, one person who has had a major influence is Professor Ashokkumar Patil (fondly known as AP sir). A very cool minded, down-to-earth teacher who

was adored by all his students, AP Sir has been instrumental in shaping my career so far. My passion in helping underprivileged communities was inculcated by him. Watching his treatment methods with the underprivileged patients and his talks on Community Physiotherapy made me realize the importance and the need for this specialization in Physiotherapy. I am currently involved in India and Canada as a Community Rehabilitation Specialist. I am associated with clinical-cum-research activities, since the last seven years. AP sir has a lion's share in keeping

my sustained interest in this profession.

AP Sir is currently the Principal and Professor at Smt. Kashibai Navale College of Physiotherapy, Pune, India since 2007. He has 21 years of experience in teaching Community



Physiotherapy to under graduate and graduate students. For the past ten years, he has been a visiting faculty and external examiner for Post Graduate students in Community Physiotherapy nationwide. He has been instrumental in the designing the under graduate syllabus of physiotherapy by being an active coordinator in the said committee. This syllabus is the current curriculum for Physiotherapy course at Maharashtra University of Health sciences, Nashik.

I have been communicating with AP sir regularly regarding education in the field of community physiotherapy in India. Our

communication convinced me to pen down this interview on the pressing issue of development of Community Physiotherapy for the likeminded practitioners such that they could be benefitted by AP sir's vision as much as I have been. Here are some excerpts from the interview conducted in January 2014.

Me: It's surprising to see that despite the rich opportunities that exist within the country for community physiotherapy, the field does not attract enough attention. I strongly feel that the education on these lines seems missing. What was the motivation behind teaching Community Physiotherapy as a profession?

AP Sir: When our team of community rehabilitation experts began working in 1983, we realized that working with patients from diverse backgrounds was a mammoth task and that it would be very difficult to complete the expected diagnosis / consulting unless we increase the work force. Along with the services, we thought of training the grass root workers who could help us in identification of those who needed healthcare attention from the community. At the same time, we wanted the support of the existing healthcare system in providing the necessary facilities for the disabled from semi-rural and rural areas. We started by conducting awareness programmes for the Block Development Officers and

Medical Officers attached to Primary Health Centers. This helped us gain their cooperation in our mission. We chose to train Community Health Workers, who worked for their community and had the basic knowledge of healthcare, to identify the disabled and those in need of healthcare attention. We also trained these workers to conduct basic exercises to the needy patients on follow up sessions.

I realized then, that a professional Physiotherapist also needs to be sensitized to work in this sector. I began training the interns and the graduates who would visit our projects. I would sensitize them to change their perspectives and analysis while handling the cases. I would recommend them to change their interaction style to suit the patients' comforts in addition to sharing my experience of working with such patients. Thus, I began teaching Community Physiotherapy.

Me: I have always realized the compassion in you when I had my case presentations during your course on community based rehabilitation in 2004. The past few years of my work in this field have further honed my interaction styles while treating the communities. I owe a lot to you for that. I have not seen much change in the education aspect of Community Physiotherapy. Given the current scenario, what are your views on

Community Physiotherapy education?

AP Sir: Community Physiotherapy education has gained acceptance and attention. However, there are very few universities who have the sufficient know how on imparting the practical skills, development of facilities and curriculum for the under graduate and graduate Community Physiotherapy programmes. Majority of the teaching institutes in the urban cities concentrate on providing education and services at the tertiary level of health services, which are easily approached by the needy patients. There are very few universities or colleges who offer reach out facilities to those who are not from the urban areas. Even these facilities limit themselves to consultancies rather than a regular treatment as an ongoing programme or rehabilitation centre. Hence, the situation of education on community physiotherapy in the bigger cities is yet to develop.

Me: You have a rich long experience in teaching. Have you seen any change in the education system over time? Has it been beneficial?

AP Sir: We have come a long way in the last 15 years. We have learnt and accepted the equal role of a physiotherapist as any medical healthcare professional in prevention programmes in health sector. Today, many

universities have accepted Community Physiotherapy as one of the departments of their teaching institutes. In the under graduate curriculum, an independent subject of Community Physiotherapy has been introduced for teaching. Clearing university theory and practical examinations is must for this subject. For graduate programmes, compulsory clinical postings for development of hands-on skills in communities like Primary/ Rural Health Centers, Sports or General fitness Centers, Industrial set ups, Women's Organizations, Children's Welfare Centers, and Geriatric Homes are a must. Few institutes are also encouraging doctoral studies in this profession for physiotherapists. Many universities are offering graduate courses of Hospital Administration or Masters in Public Health to physiotherapists which were once pronounced for medical under graduates. "Physiotherapy education is not merely about reading books- it is more of what you see around you. So keep your eyes and ears always open. Your patient is your best teacher"- AP sir, 2002

Many students are now considering

taking up jobs in non-hospital or Non-Governmental health programmes. These programs are different from the conventional 9 am to 5 pm hospital jobs. There is a growing opportunity for physiotherapy in the field of geriatrics, industrial set ups, fitness and wellness centers. Today, many physiotherapists are working as team leaders in programmes or in academic research institutes and they are doing a great job!

"Physiotherapy education is not merely about reading books- it is more of what you see around you. So keep your eyes and ears always open. Your patient is your best teacher"- AP sir, 2002

Me: How could we probably improve this scenario, from an educationist point of view?

AP Sir: As an educationist, my priority would be to work for the better foundation of the subjects at under graduation programme which would lay emphasis on on-site training in the different communities. Clinical set up should be strong for all the teaching institutes with lot of collaborative programmes with the different Government and Non-Governmental agencies set ups in various fields and at the urban, semi urban, semi rural, rural and remote rural levels. Legal aspects of national and international human rights related to healthcare systems have to be updated to

students for better understanding the complexity of community health. All community physiotherapists across the globe need to know the problems, weaknesses and strengths of their set ups. They need to understand the needs of their patients and find easier solutions for their countries and continents. Tie ups and exchange programmes between different universities for knowledge

sharing and skill development shall play a crucial role in the emergence of global workers in the field of community physiotherapy. Educationists, teachers and students have to be involved in such exchange programmes across universities of different countries and continents to understand and share problem solving ideas.

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Prof Ashokkumar Patil has impacted the lives of innumerable communities: community of students, community of the needy poor, community of rehabilitation professionals, the medical community at large, and community of patients seeking treatment, to name a few. He has worked for almost three decades now and still continues to strive for the betterment of the society....

UNITED NATIONS ACADEMIC POLICY-IMPACT ON UNESCO AND OTHER UN ORGANS.

by DeepSikha Rana

The United Nations Academic Impact (UNAI), is a United Nations initiative



launched on November 18, 2010 by UN secretary general Ban Ki Moon at UN Headquarters in New York to align higher education institutes, scholarship and researches with each other and

opinion and speech ; educational opportunity for all; global citizenship; sustainability and dialogue its parent organization being UN department of public information, outreach division. This initiative is to develop and enhance the relationship between the UN and the global higher education sector by offering additional opportunities for academic institutions to be actively involved with the United Nations' mission, policies and actions. It is also intended to expand the "convening forum" role of the UN Department of Public Information (DPI)

UN. Its committed to freedom of inquiry,

Participants in the Academic Impact Initiative agree to commit themselves to

tolerance, diversity and dialogue as educational values, human rights for all

people regardless of gender, race, religion or ethnicity, universal adult literacy, building capacity in primary and secondary education systems across the world, building capacity in higher education systems across the world, encouraging world citizenship through education, advancing peace and conflict resolution through education, addressing issues of poverty and health through education and promoting sustainable through education. Ten UNAI members have been designated hubs for each one of the principles. One : Commitment to the UN Charter Human rights, BENEDICT COLLEGE,USA, two : Education opportunity for all, LAHORE

UNIVERSITY OF MANAGEMENT SCIENCES three : Higher education opportunity for every interested individual, HADASSAH COLLEGE,ISRAEL four : Capacity building in higher education systems, HANDONG GLOBAL UNIVERSITY,REPUBLIC OF KOREA fifth : Global citizenship, LEHIGH UNIVERSITY,USAsixth : Peace and conflict resolution, UNIVERSITY OF CALCUTTA, INDIA,seventh : Addressing poverty, UNIVERSITY OF KWAZULU-NATAL,SOUTH AFRICA eighth : Sustainability, Black Sea University Network,ROMANIA ,ninth : Intercultural dialogue and understanding and the unlearning of intolerance, Escuela Politécnica

Javeriana del Ecuador, ECUADOR . UNAI aims to support the realization of the Millennium development goals focusing on the reciprocal relationship between education and sustainable development The Millennium Development Goals (MDGs) are eight international development goals that were established following the millennium summit of the UN

in 2000, following the adoption of the UNITED NATIONS MILLENIUM DECLARATION All 189 united nations member state at the time (there are 193 currently) and at least 23 international organizations committed to help achieve the following Millennium Development Goals by 2015:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality and empower women
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria and other diseases
7. To ensure environmental sustainability
8. To develop a global partnership for development

Whereas , The United Nations Educational, Scientific and Cultural Organization(UNESCO) is also a specialized agency of the United Nations (UN). Its purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the UN Charter. UNESCO has 195 member States and eight Associate Members. of the United Nations Development Group. UNESCO's aim is "to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information". Other priorities include attaining quality education

for everyone and lifelong learning, addressing emerging social and ethical challenges, fostering cultural diversity, a culture of peace and building inclusive knowledge societies through information and communication. The broad goals and concrete objectives of the international community — as set out in the internationally agreed development goals, including the Millennium Development Goals (MDG) — pinpoint all UNESCO's strategies and activities. Each millennium goal has specific targets and specific dates of achieving those targets. Criticisms accompanied the MDGs as a lack of analysis and justification later emerged .Difficulties of measurements for some goals and uneven progress arose. Although aid for achieving the MDGs by the developed countries rose but more than half went for debt

relief, with much of the remains going to natural disaster relief and military aid which do not propel development.

As of 2013 progress towards the goals was uneven. Some countries achieved many goals, while others could not. A UN conference in September 2010 reviewed progress and

concluded with the adoption of a global plan to achieve the eight goals by their target date. New commitments targeted women's and children's health and new initiatives in the worldwide battle against poverty, hunger and diseases.

Now because of the formation of UNAI and the ten UNAI principles namely :

1. A commitment to the principles inherent in the UN charter as values that education seeks to promote and help fulfill; 2. A commitment to human rights, among them freedom of inquiry, opinion, and speech; 3. A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity; 4. A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education; 5. A commitment to building capacity in higher education systems across the world; 6. A commitment to encouraging global citizenship through

education; 7. A commitment to advancing peace and conflict resolution through education; 8. A commitment to addressing issues of poverty through education; 9. A commitment to promoting sustainability through education; 10. A commitment to promoting inter-cultural dialogue and understanding, and the "unlearning" of intolerance, through education. ; Goals of UNESCO would get an extra boost. The UN academic policies' impact on UNESCO has consolidated UNESCO's plans of achieving millennium development goals (MDG'S) within the specified date limits as well as provided a cushion in case of shortage of funds or distribution of funds.

UNESCO and Education:

Education is one of UNESCO's principal fields of activities. Since its creation in 1945, the Organization is incessantly trying to improve education worldwide believing it to be key to social and economic development. The Organization aims to build a sustainable world with just societies that value knowledge, promote peace, celebrate diversity and defend human rights, achieved by providing Education for All (EFA). Its close links with education ministries and other partners in 193 countries place UNESCO in a key position to

press for action and change. The Education Sector comprises some 400 staff members worldwide. They are based at UNESCO's headquarters in Paris, in field offices and UNESCO's Institutes and Centers specialized in education. The sector is under the authority of the Assistant Director-General for Education. A Director is in charge of the Executive Office. **Strategy**

UNESCO's Education Sector has the following strategic objectives to fulfil its mission:

- ❖ **Capacity-building:** *to provide a platform for intellectual and thoughtful leadership for educational innovation and reform.*
- ❖ **Laboratory of ideas:** *to anticipate and respond to emerging trends and needs in education and develop education policy recommendations based on research evidence.*
- ❖ **International catalyst:** *to initiate and promote dialogue and exchange of information among educational leaders and stakeholders.*
- ❖ **Clearing house:** *to promote the development and implementation of successful educational practices and document and disseminate successful practices.*
- ❖ **Standard-setting:** *to develop Standards, Norms and Guidelines for action in key education areas.*

UNESCO's Education Sector mission :

- ❖ *Provide international leadership to create learning societies with educational opportunities for all populations. Provide expertise and foster partnerships to strengthen national educational leadership and the capacity of countries to offer quality education for all. Work as an intellectual leader, an honest broker and clearing house for ideas, propelling both countries and the international community to accelerate progress towards these goals.*

- ❖ *Facilitate the development of partnerships and monitor progress ; in particular by publishing an annual Global Monitoring Report that tracks the achievements of countries and the international community towards the six Education for All goals.*

Over 100 million children between the ages of 6 and 11 never attend school and tens of millions more enter school only to drop out within a few months or years. Moreover, there are over 800 million illiterate adults, most of who have never been enrolled in school. Inevitably only basic education can't consolidate the global higher education need.

*In these circumstances united nation's education program contribute heavily towards making the world educated and enlightened one. It's Impact on UNESCO have already been discussed vividly. Moreover, UNESCO also participated for the first time in an event organized by the UN Academic Impact, a global initiative aimed at engaging higher education institutions in advancing global development goals. **Here higher education was discussed as a public good that is strategic for all countries and carries a strong ethical responsibility towards society. Against a backdrop of rising demand, new technologies that are revolutionizing learning and the surge in cross-border education call for reinforced international collaboration and academic solidarity, so that knowledge is generated and shared in all regions.***

To conclude, I must draw attention of one and all towards UNESCO's normative and policy work in higher education, from quality assurance and the promotion of open educational resources to the UNESCO Chairs and UNITWIN networks. Pretty obvious has now become the fact that united nation's policies, framework and guidelines are a lifeline for UNESCO.





UN ADOPTS RESOLUTION
TO DECLARE 21st JUNE AS
“INTERNATIONAL DAY OF YOGA”



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