

# **FACTORS AFFECTING THE EDUCATION SYSTEM**

## **LESSON OBJECTIVES:**

- i. Describe the implication of universal education in relation to article 26 part 1 and part 2 of the universal declaration of human rights.**
- ii. Justify the relevance of providing universal education.**
- iii. Identify the factors that affect the education system?**
- iv. Discuss the concept of Ground motive in the education system.**
- v. Discuss social cultural factors that affects the education system.**
- vi. Describe the natural factors that affects the education system.**

# THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

- **The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights.**
- **Drafted by representatives with different legal and cultural backgrounds from all regions of the world,**
- **the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 ([General Assembly resolution 217 A](#)) as a common standard of achievements for all peoples and all nations.**
- **It sets out, for the first time, fundamental human rights to be universally protected and it has been [translated into over 500 languages](#).**

# **HUMAN RIGHTS DEFINED:**

- **Human rights are rights that every human being has by virtue of his or her human dignity Human rights are rights inherent to all human beings.**
- **They define relationships between individuals and power structures, especially the State. Human rights delimit State power and, at the same time, require States to take positive measures ensuring an environment that enables all people to enjoy their human rights.**

Source:

Human Rights Handbook for Parliamentarians (2016). This publication is co-published by the Inter-Parliamentary Union and the United Nations (Office of the High Commissioner for Human Rights).

# ARTICLE 26 OF UN CHARTER ON HUMAN RIGHTS

## UNIVERSAL DECLARATION ON HUMAN RIGHTS: Article 26 part 1

- **Everyone has the right to education.**
- **Education shall be free, at least in the elementary,**
- **and fundamental stages.**
- **Elementary education shall be compulsory.**

- **Technical and professional education shall:**
- **be made generally available and**
- **higher education shall be equally accessible to all on the**  
**basis of merit.**

# **Act 26.2**

- **Education shall be directed to**
- **the full development of the human personality and**
- **to the strengthening of respect for human rights**
- and**
- **fundamental freedoms.**

- **It shall promote understanding,**
- **tolerance and**
- **friendship among all nations,**
- **racial or religious groups, and shall**
- **further the activities of the United Nations for the**  
**maintenance of peace.**

## **UNNIVERSAL EDUCATION COUNTRY AND POLICY CONTEXT**

- **Following a period of decline in education accessibility and performance due to growing poverty and under investment and in a decisive action to enhance the provision of basic education and curb all manner of equitable and accessibility barriers which incessantly existed since independence (1964).**
- **the government of the Republic of Zambia declared and instantaneously implemented the Universal Free Primary Education Policy (UFPE) in 2002 covering grades 1-9.**
- **The UNIVERSAL FREE PRIMARY EDUCATION (UFPE) was envisioned to exponentially increase access to education to all, promote the socioeconomic well-being of all citizens, and to achieve a good**
- **quality of life for every citizen (Phiri, 2015).**



- **The world at large deems education as a basic human right and basis upon which to build peace, harmony, national progress and sustainable development (UNESCO, 2018). On the other hand, the World Bank (1998) views education as the basis upon which economic, social and political development of any nation is founded.**
- **This profound conception is equally posited and heralded by the Southern Africa Development Community (SADC) – a regional body to which Zambia subscribes. Since independence (1964), the government of the Republic of Zambia felt duty bound to enact the Universal Free Primary Education (UFPE) Policy;**
- **envisioned to curb inaccessibility, unaffordability, inequity, and**
- **high school drop-out rates, and therefore would provide and**
- **guarantee the nation of reduced illiteracy levels (Omoeva et al., 2018).**

- **The UFPE Policy was an act of government through the Ministry of General Education which abolished all manner of user fees as a way of eradicating accessibility barriers for children from**
- **This meant that government had taken over total responsibility in making available all necessary and required resources for smooth operations of these public schools in a manner which would not prejudice quality outputs. In other words,**
- **it meant government's deliberate mechanism to sustain the optimal operations of the subsector i.e. ability to maintain its optimal service provisions without compromise. Particularly,**
- **the abolition of tuition fees at this level meant that the central government had taken-over a life-time responsibility to consistent financing of this subsector for investments, operations and all other activities of primary school life in order to strike a balance between the population growth and the number of schools /**
- **classrooms available to swallow all eligible children annually (Masaiti et al., 2018).**

# **MDG 2: Target 3:**

## **➤ Universal Primary Education**

- Ensure that, by 2015, children everywhere, boys and girls alike, will be able complete a full course of primary schooling.**

# **NEXT TOPIC: FACTORS AFFECTING EDUCATION SYSTEMS**

**There are three factors that affect national educational systems and they are as follows:**

**(a) GROUND MOTIVES**

**(b) CULTURAL FACTORS**

**(c) NATURAL FACTORS**