



Global Education Crisis

act:onaid - what impact does centralized or decentralized education have on lives.



INTRODUCTION

ActionAid is a non-government organisation which addresses poverty via education. AAUK’s mission is working towards the empowerment of women and to help achieve the 4th global goal of gender equality by 2030. This started in 1972 and evolved into a multi funded charity which places woman and children at the centre of their work in 45 countries globally (Girls' education, 2018). AA aim to ensure girls go to and stay in school as this increases their chances of independence and to acquire the skills needed to earn a living, via decentralized education. Millions of girls are treated as less important than their brothers (Opotow, Gerson, & Woodside, 2005; Federal ministry for economic cooperation and development, 2019). Around 263 million children are still out of school (ActionAid, 2018) and approximately 70 million girls are married by the age of 18 against their will (Girls' education, 2018). However, whether education and empowerment is achieved through centralised education or de-centralised education causes contradicting problems (Archer, 2010; Newman, 2011). Additionally, how AA implement their human rights policies, sourcing of supplies will be discussed.

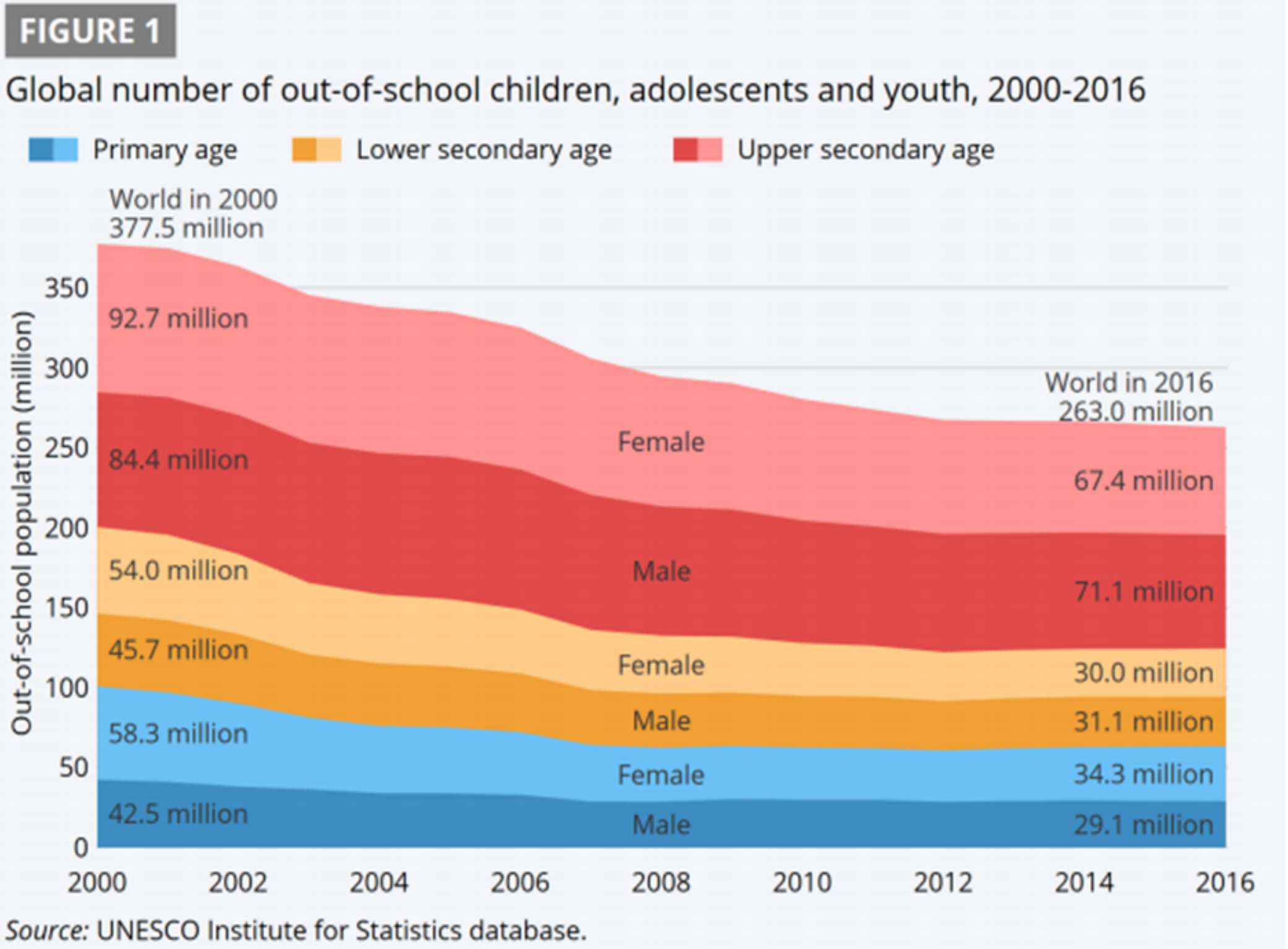
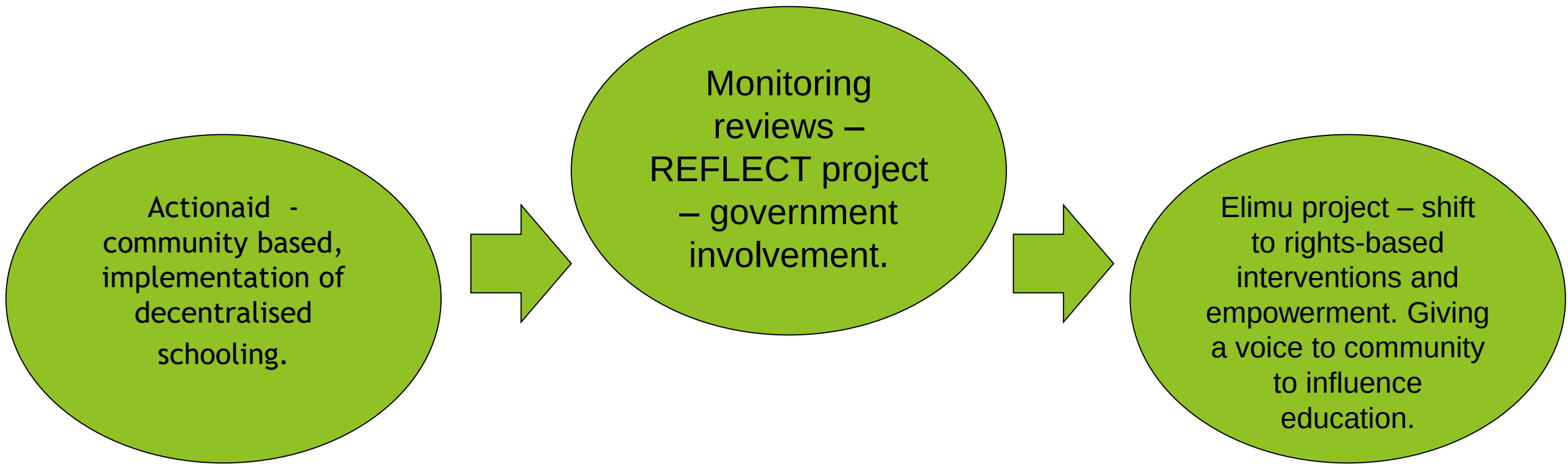
Centralized education vs Decentralized

Evidence provided by Good and Teller, (1969) and Green, (1990) suggests that the benefits of centralised education causes greater economic growth. This suggests children become more diverse, multi-cultural and accepting of social differences. However, one criticism is that decentralised education is below par in comparison to centralized due to the children not having qualified teachers and not being taught the national curriculum. Further evidence suggests that by children only retaining their parents cultural identity, this creates healthy family dynamics, however, faster economic growth is suggested, but only initially. Contradictory to this, evidence provided by Coate (1997), Besley and Coate (1998) and Ellingsen (1998) suggests that the dynamic, and distinct differences between social groups is difficult to monitor and impossible to enforce acceptance amongst groups. Evidence suggest that the greater the differences between children and their parents cultural differences, actually causes slower economic growth. One criticism of AA is that they absconded the government of their duties and caused the privatisation of schools. Secondly that AA could not sustain the decentralized schools, and assigned the schools back to the government. The pupils had not been taught the national curriculum, deeming them ineligible for school. Secondly, the teachers in the AA schools and local government schools had opposing views on education causing friction amongst the teachers.

FUNDING & SUPPLY CHAINS

With NGO’s being a 1.6 trillion dollar industry (Scott-Villiers, 2007) with a hierarchy and competition amongst NGO groups to fight for and engage in things that they do not believe in, in order to gain funding (Scott-Villiers, 2007). This highlights the dangers of dependency and could encourage radicalism. Furthermore, even though AA have ethical codes of business conduct in place they do not have one overarching policy. AAUK have an international and a UK policy (ActionAid, 2017), which may indicate discrepancies when sourcing their products which is contradictory of their human rights declaration. One criticism is that AAUK only carry out enhanced due diligence checks on companies with whom they spend more than £20K or more with per year and within the UK only (ActionAid, 2018). However, AA do state that they are working towards a single set of ethical standards. This also may indicate that even though they don’t condone modern slavery, they cannot ensure that this isn’t happening within their supply chains.

ActionAid evolution



Conclusion

Local governments imposed charges to attend schools which hit the most vulnerable children after pressure from the World Bank enforced the government to limit public spending on education (Fiedrich, Jellema, Haq, Nalwoga, & Nessa, 2003). The world education monitoring report suggests that even though substantial progress has been made in third world counties via education, the overall result was poor (Federal ministry for economic cooperation and development, 2019). ActionAid's aim to implement their projects Reflect and Elimu to provide education and empowerment, via a rights-based education is important, along with their support and achievement of the 4th global goal by 2030. However, political and governmental support is paramount to education, whether that is provided through centralized or decentralized methods (Newman, 2011; Federal ministry for economic cooperation and development, 2019). AA provide education via decentralized methods, and provides evidence of attempting to improve human dignity and rights and equality by educating women and girls. This has caused the positive changes through reflect and elimu projects to help give the community a voice within the government and education. Finally, AAUK place the responsibility of modern slavery policy procedures on to their chain suppliers, carrying out diligence checks on companies that fall below the £5K limit may ensure modern slavery isn’t taking place within their chain suppliers. This may suggest a contraction of their overall aims to work under human rights laws. Additionally, by AA functioning under one overarching policy of ethical codes of business conduct, may also reduce the possibility of modern slavery taking place within their chain suppliers.

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