

Critically discuss and evaluate the statement that “Education is compulsory but school is not”.

I will be discussing and evaluating in this essay will be; education is compulsory but school is not. I for one agree completely With the statement. From personal experience and after doing this desi I can confidently say that's if I was aware of the other options of education of the school I could have achieved so much more. However it can also be said but education in a formal setting office discipline and Growth to an individual which is perfectly suited to some however is not suited to everyone due to every individual's difference and needs. I believe to get the most out of your education you have to find methods and environments to work for you.

In England and Wales, the Elementary Education Act 1870 paved the way for compulsory education by establishing school boards to set up schools in any places that did not have adequate facilities. Attendance was made compulsory until age 10 in 1880. The Education Act of 1996 made it an obligation on parents to require children to have a full-time education from age 5 to 16. However, attendance at school itself is not compulsory: Section 7 of the Act allows for home education.

(Wikipedia contributors (2020) Education is compulsory for all children in England and Wales from whichever date is earliest of the 1st January, 1st April, or 1st September after the child attains 5 years of age. Education remains compulsory to the last day of June in the school year during which the child attains 16 years of age. Parents have a right to educate their children at home **(Education Otherwise,2020).**

The parents who donate large amounts of their time and the responsibility of participating in their child's home education succeed and it has been proven that children do benefit from being educated at home. Elective home education works best when it is a positive, informed, and dedicated educational environment. Whilst the majority of parents elect to send their children to a school, a percentage of parents decide to educate their children in their home, this is called elective home education. Elective home education is a term used to describe a choice by parents, guardians, foster carers, in some cases the local authority may be the corporate parent, this should include all those with parental responsibility to provide education for their children at home in contrast to sending the children to school full time.

(Department for Education, 2019) Reasons, why parents are considering elective home education instead of sending their children to school, could be because of one these factors; distance or access to a local school, religious or cultural beliefs, Philosophical or ideological views, as a short term intervention for a particular reason, dissatisfaction with the system or a child's reluctance or inability to go to school.

Jean Piaget, a swiss developmental psychologist and philosopher define education as 'The principal goal of education in the schools should be creating men and

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women who are capable of doing new things, not simply repeating what other generations have done.'

In Compulsory education, the parent of every child of compulsory school age must ensure that he/she receives efficient full-time education suitable to the child's age, ability, and aptitude. Compulsory education refers to, Compulsory education which is required by the law of all children between certain ages in a given country. The compulsory education service is generally the duty of the state and is thus provided and/or inspected by the government. (Dulger, I. (2020) Springer) Compulsory education follows a holistic approach to education. Compulsory education aims to provide each child with the ability to seek out their uniqueness. Few schools are committed to holistic principles, but many teachers try to use the ideas behind holistic education. Compulsory education aims to prepare individuals for a competent adult life emotionally, physically, and spiritually.

In the United Kingdom, there are two main types of schools; those paid by the government and then those not. The way schools are set up and run is "devolved" in certain parts of the United Kingdom. Scotland, Wales and Northern Ireland will decide about their own regulations about how their schools are to be managed and run.

In addition to the state having a legal clause that says that education is compulsory, it is also stated that 'Efficient education suitable to the age, ability, aptitude and to any special educational needs the child or young person may have " this again agrees with the argument that education is compulsory but school is not.

If the child is a registered pupil at school, this means regular attendance at that school and at the times prescribed by the school in agreement with the local authority. In Ceredigion, the Education Inclusion Service is responsible for ensuring that schools adhere to their statutory duties concerning attendance, and the service works closely with schools and other partner agencies to support parents in ensuring that they fulfill their legal responsibility. (Ceredigion County Council. (2020) In addition to this, it is also noted in legislation that, 'No person shall be denied the right to education. In the exercise of any functions which it assumes about education and to teaching, the State shall respect the right of parents to ensure that such education and teaching conforms with their own religious and philosophical convictions.' This again shows that the state is there to support the student and their families, therefore suggesting and supporting the argument that education is compulsory but school is not. 'Each local education authority shall make arrangements for the provision of suitable education at school or otherwise than at school for children of a compulsory school age who, because of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.'

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Section 19(1) of the Education Act 1996 (as amended by Section 47 of the Education Act 1997) shows how the state has the power and the justification to ensure that education is provided to children.

First of all, we need to evaluate the question of why is schooling important? School is the basic foundation of knowledge being imparted to a child. It gives a chance for children to acquire knowledge of various fields of education. Not only can we learn the basic skills to read, write, and do arithmetic, but we can learn about peoples, places, and nature. The school also provides exposure to activities, ideas, and fields of knowledge that you might never encounter otherwise. It is important because it is a tool to help prepare us for life.

EOTAS, Education other than at school, is an education provision to meet the specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school. In law, local authorities are responsible for providing these services. (Welsh Government. (2018) EOTAS provides education for children with social, emotional, behavioral, medical, or other issues. It allows children who have been expelled or suspended from their school. Education other than at school also focuses on helping young people overcome barriers to learning, particularly social, emotional, and behavioral difficulties, as well as supporting educational progress which is very important in today's day and age. There is a great deal of evidence that strongly indicates the benefits outside the classroom for young people's learning and personal development. Young people who as a regular part of their school life and education, experience and partake in learning outside the classroom profit from increased self-esteem and become even more involved in their education. Back inside the classroom, EOTAS encourages enhanced standards, increasing achievement, reducing absenteeism, and developing discipline.

Steiner Schools

Education in Steiner schools is based on Rudolf Steiner's educational philosophy. Steiner school education provides an alternative approach to mainstream education in many countries.

Steiner education includes all the recognized subjects of the national curriculum in the United Kingdom. However distinctive to Steiner education include teaching science through a kinetic method of education such as observation imagination and the engagement of pupils' artistic skills. In addition to this Steiner education pays greater attention to the modern foreign languages, there is also an emphasis on the use of crafts, handwork, and practical learning, there is an added level of importance

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attached to art and the development of aesthetic sensibilities. However, there is an inclusion of subjects unique to Steiner education, such as eurythmy, which is the nature and significance of religious education lessons.

National tests are also regarded as taking time away from the teaching of the Assessment which is integral to the Steiner approach and national tests are not necessarily seen as helpful. Pupils are, however, entered for pragmatic reasons and there is evidence of good pass rates.

Both the mainstream and Steiner education traditions in England regard the an individual child as important and schools as having a part to play in the development of the whole child, this is called pedagogy. In Steiner education, the role of the teacher understood as a sacred task in helping each child's soul and spirit grow, which underpins the commitment to each pupil and is the basis of sustaining the class teacher-pupil relationship over eight years of curriculum and pedagogy designed to be in harmony with the different phases of development children are believed to go through curriculum activities undertaken for their value in developing the child's soul qualities. Steiner education is grounded in the philosophy developed by Rudolf Steiner. Anthroposophy is based on a particular understanding of child development. Steiner-specific methods of SEN would include curative eurythmy, which is claimed to be especially therapeutic in its effects. The Steiner school curriculum is not designed to guide and encourage young people into becoming adherents of anthroposophy. Rather, Steiner education and the maintained sector share the goal of enabling pupils to grow into adults capable of thinking for themselves. **(Philip Woods, M. A. A. G. W. (2005)**

Sir Ken Robinson

Sir Ken Robinson believes that education is in place to enable students to understand the world around them and the world they live in. and the talents within them, so that they can become full-fledged individuals and active, compassionate citizens." He does not dispute how learning knowledge about the world is important, though suggests that it is equally important for students to understand their abilities, motives, and passions if they want to learn. The existing obedience and compliance regime leaves no space for this kind of self-exploration. (K. S. (2015)I believe that this is also evidence supporting the argument that education is compulsory but school is not.

Holt

John Holt believed that school was in fact that for children. He believed that school took away creativity, curiosity and the innocence of the child. Holt says, Our compulsory school-attendance laws once served a humane and useful purpose, however is now not the case instead, Today the laws help nobody, not the schools, not the teachers, and not the children. To keep kids in school who would rather not be there costs the schools an enormous amount of time and trouble.

Gatto

Gatto believed, 'Only you can educate you — and you can't do it by memorizing. You have to find out who you are by experience and by risk-taking, then pursue your nature intensely. School routines are set up to discourage you from self-discovery. People who know who they are making trouble for schools. In addition to this, Gatto also says, 'Nobody gives you an education. If you want one, you have to take it.'

In conclusion, I believe that the statement education is compulsory but school is not is correct. It is a child's human right to have access to education therefore they should be able to access their education in any form that suits them whether it be in a traditional setting such as a state, public or private school or whether in me in an EOTAS setting such as a homed school or a SEN School. Another factor as to why I agree with the statement is because not every individual will be suited to a traditional school environment. Bullying is becoming increasingly popular in school environments throughout the world and the United Kingdom I believe that the child/children should have all of their options regarding their education explained and offered to them, Being bullied will never thrive and succeed with their education for them to maximize their potential they need a safe environment to do so therefore a EOTAS option such as homeschool would help them. In addition to this I believe that prisons in the United Kingdom should offer more education options to the inmates as it is never too late or too early to learn, even though no the inmates have done something wrong they should not be deprived of their education. To conclude I strongly agree with this statement that education is compulsory but school is not what and I also believe that other educational options should be made more aware to the general public so that everybody can access education that suits them. Paulo Friere said education is freedom, which again I believe backs up the argument that education is necessary but school is not.

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