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Education



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For other uses, see [Education \(disambiguation\)](#).

Not to be confused with [training](#) or [learning](#).



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Education is the process of facilitating [learning](#), or the acquisition of [knowledge](#), [skills](#), [values](#), morals, [beliefs](#), and [habits](#). Educational methods include [teaching](#), [training](#), [storytelling](#), [discussion](#) and directed [research](#). Education frequently takes place under the guidance of educators, however learners can also [educate themselves](#). Education can take place in [formal](#) or [informal](#) settings and any [experience](#) that has a formative effect on the way one thinks, feels, or acts may be considered educational. The [methodology](#) of teaching is called [pedagogy](#).

Formal education is commonly divided formally into such stages as [preschool](#) or [kindergarten](#), [primary school](#), [secondary school](#) and then [college](#), [university](#), or [apprenticeship](#).

A [right to education](#) has been recognized by some governments and the [United Nations](#).^[a] In most regions, [education is compulsory](#) up to a certain age. There is a movement for [education reform](#), and in particular for [evidence-based education](#) with global initiatives aimed at achieving the [Sustainable Development Goal 4](#), which promotes quality education for all.

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Lecture at the Faculty of Biomedical Engineering, Czech Technical University, in Prague, Czech Republic



School children sitting in the shade of an orchard in Bamozai, near Gardez, Paktya Province, Afghanistan



Student participants in the FIRST Robotics Competition, Washington, D.C.



Early Childhood Education USAID Africa

Etymology

Etymologically, the word "education" is derived from the Latin word *ēducātiō* ("A breeding, a bringing up, a rearing") from *ēducō* ("I educate, I train") which is related to the **homonym** *ēdūcō* ("I lead forth, I take out; I raise up, I erect") from *ē-* ("from, out of") and *dūcō* ("I lead, I conduct").^[1]

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History

Main article: [History of education](#)

Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-[literate](#) societies, this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their [knowledge](#) beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the [Middle Kingdom](#).^[2]

[Plato](#) founded the [Academy](#) in [Athens](#), the first institution of higher learning in [Europe](#).^[3] The city of [Alexandria](#) in Egypt, established in 330 BCE, became the successor to Athens as the intellectual cradle of [Ancient Greece](#). There, the great [Library of Alexandria](#) was built in the 3rd century BCE. European civilizations suffered a collapse of literacy and organization following the fall of Rome in CE 476.^[4]



Plato's academy, mosaic from Pompeii

In [China](#), [Confucius](#) (551–479 BCE), of the [State of Lu](#), was the country's most influential ancient philosopher, whose educational outlook continues to influence the societies of China and neighbours like Korea, Japan, and Vietnam. Confucius gathered disciples and searched in vain for a ruler who would adopt his ideals for good governance, but his [Analects](#) were written down by followers and have continued to influence education in East Asia into the modern era.^[5]

The [Aztecs](#) also had a well-developed theory about education, which has an equivalent word in [Nahuatl](#) called *tlacahuapahualiztli*. It means "the art of raising or educating a person",^[6] or "the art of strengthening or bringing up men".^[7] This was a broad conceptualization of education, which prescribed that it begins at home, supported by formal schooling, and reinforced by community

living. Historians cite that formal education was mandatory for everyone regardless of social class and gender.^[8] There was also the word *neixtlamachiliztli*, which is "the act of giving wisdom to the face".^[7] These concepts underscore a complex set of educational practices, which was oriented towards communicating to the next generation the experience and intellectual heritage of the past for the purpose of individual development and his integration into the community.^[7]

After the [Fall of Rome](#), the [Catholic Church](#) became the sole preserver of literate scholarship in Western Europe.^[9] The church established [cathedral schools](#) in the Early Middle Ages as centres of advanced education. Some of these establishments ultimately evolved into [medieval universities](#) and forebears of many of Europe's modern universities.^[4] During the High Middle Ages, [Chartres Cathedral](#) operated the famous and influential [Chartres Cathedral School](#). The medieval universities of Western Christendom were well-integrated across all of Western Europe, encouraged freedom of inquiry, and produced a great variety of fine scholars and natural philosophers, including [Thomas Aquinas](#) of the [University of Naples](#), [Robert Grosseteste](#) of the [University of Oxford](#), an early expositor of a systematic method of scientific experimentation,^[10] and Saint [Albert the Great](#), a pioneer of biological field research.^[11] Founded in 1088, the [University of Bologna](#) is considered the first, and the oldest continually operating university.^[12]

Elsewhere during the Middle Ages, [Islamic science](#) and [mathematics](#) flourished under the Islamic [caliphate](#) which was established across the Middle East, extending from the [Iberian Peninsula](#) in the west to the [Indus](#) in the east and to the [Almoravid Dynasty](#) and [Mali Empire](#) in the south.

The [Renaissance](#) in Europe ushered in a [new age of scientific and intellectual inquiry](#) and appreciation of ancient Greek and Roman civilizations. Around 1450, [Johannes Gutenberg](#) developed a printing press, which allowed works of literature to spread more quickly. The European Age of Empires saw European ideas of education in philosophy, religion, arts and sciences spread out across the globe. Missionaries and scholars also brought back new ideas from other civilizations – as with the [Jesuit China missions](#) who played a significant role in the transmission of knowledge, science, and culture between China and Europe, translating works from Europe like [Euclid's Elements](#) for Chinese scholars and the thoughts of [Confucius](#) for European audiences. The [Enlightenment](#) saw the emergence of a more secular educational outlook in Europe. Much of modern traditional [Western](#) and Eastern education is based off the [Prussian education system](#).^[13]

In most countries today, full-time education, whether at school or [otherwise](#), is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, [UNESCO](#) has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.^[14]

Formal

Formal education occurs in a [structured environment](#) whose explicit purpose is teaching [students](#). Usually, formal education takes place in a [school](#) environment with [classrooms](#) of multiple students learning together with a trained, certified teacher of the subject. Most [school systems](#) are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, [organizational models](#), design of the physical [learning spaces](#) (e.g. classrooms), student-teacher interactions, methods of assessment, class size, educational activities, and more.^{[15][16]}

The [International Standard Classification of Education](#) (ISCED) was created by [UNESCO](#) as a statistical base to compare education systems.^[17] In 1997, it defined 7 levels of education and 25 fields, though the fields were later separated out to form a different project. The current version [ISCED 2011](#) has 9 rather than 7 levels, created by dividing the tertiary pre-doctorate level into three levels. It also extended the lowest level (ISCED 0) to cover a new sub-category of early childhood educational development programmes, which target children below the age of 3 years.^[18]

Early childhood

Main article: [Early childhood education](#)

Education designed to support early development in preparation for participation in school and society. The programmes are designed for children below the age of 3. This is ISCED level 01.^[17] Preschools provide education from ages approximately three to seven, depending on the country when children enter [primary education](#). The children now readily interact with their peers and the educator.^[17] These are also known as [nursery schools](#) and as [kindergarten](#), except in the US, where the term *kindergarten* refers to the earliest levels of primary education.^[19] Kindergarten "provides a child-centred, preschool curriculum for three- to seven-year-old children that aim[s] at unfolding the child's physical, intellectual, and moral nature with balanced emphasis on each of them."^[20] This is ISCED level 02.^[17]

Primary

Main article: [Primary education](#)

This is ISCED level 1.^[17] Primary (or elementary) education consists of the first four to seven years of formal, structured education. In



Historical Madrasah in Baku, Azerbaijan



Nalanda, ancient centre for higher learning



Matteo Ricci (left) and Xu Guangqi (right) in the Chinese edition of *Euclid's Elements* published in 1607



Young children in a kindergarten in Japan

general, primary education consists of six to eight years of schooling starting at the age of five to seven, although this varies between, and sometimes within, countries. Globally, in 2008, around 89% of children aged six to twelve were enrolled in primary education, and this proportion was rising.^[21] Under the **Education For All** programs driven by **UNESCO**, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory. The division between primary and **secondary education** is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate **middle schools**, with the transition to the final stage of secondary education taking place at around the age of fifteen. Schools that provide primary education, are mostly referred to as *primary schools* or *elementary schools*. Primary schools are often subdivided into **infant schools** and **junior schools**.

In India, for example, **compulsory education** spans over twelve years, with eight years of elementary education, five years of primary schooling and three years of upper primary schooling. Various states in the republic of India provide 12 years of compulsory school education based on a national **curriculum** framework designed by the **National Council of Educational Research and Training**.



Nepali village school students

Secondary



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Main article: Secondary education



Schoolgirls in their school uniform in Delhi, 2016

This covers the two ISCED levels, ISCED 2: Lower Secondary Education and ISCED 3: Upper Secondary Education.^[17]

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during **adolescence**. In the United States, Canada, and **Australia**, primary and secondary education together are sometimes referred to as **K-12** education, and in New Zealand Year 1–13 is used. The purpose of secondary education can be to give **common knowledge**, to prepare for **higher education**, or to train directly in a **profession**.^[*citation needed*]

Secondary education in the United States did not emerge until 1910, with the rise of large corporations and advancing technology in factories, which required **skilled workers**. In order to meet this new job demand, **high schools** were created, with a curriculum focused on practical job skills that would better prepare students for **white collar** or skilled **blue collar** work. This proved beneficial for both employers and employees, since the improved human capital lowered costs for the employer, while skilled employees received higher wages.^[*citation needed*]

Secondary education has a longer history in Europe, where grammar schools or academies date from as early as the 6th century,^[*b*] in the form of **public schools**, **fee-paying schools**, or charitable educational foundations, which themselves date even further back.^[*citation needed*]

It spans the period between the typically universal compulsory, **primary education** to the optional, selective **tertiary**, "postsecondary", or "**higher**" education of ISCED 5 and 6 (e.g. **university**), and the ISCED 4 **Further education** or **vocational school**.^[17]

Depending on the system, schools for this period, or a part of it, may be called secondary or **high schools**, **gymnasiums**, **lyceums**, middle schools, **colleges**, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them but is generally around the seventh to the tenth year of schooling.^[*citation needed*]



A high-school senior (twelfth grade) classrooms in Calhan, Colorado, United States

Lower

Programs at ISCED level 2, lower secondary education are usually organized around a more subject-oriented curriculum; differing from primary education. Teachers typically have pedagogical training in the specific subjects and, more often than at ISCED level 1, a class of students will have several teachers, each with specialized knowledge of the subjects they teach. Programmes at ISCED level 2, aim to lay the foundation for lifelong learning and human development upon introducing theoretical concepts across a broad range of subjects which can be developed in future stages. Some education systems may offer vocational education programs during ISCED level 2 providing skills relevant to employment.^[17]

Upper

Programs at ISCED level 3, or upper secondary education, are typically designed to complete the secondary education process. They lead to skills relevant to employment and the skill necessary to engage in tertiary courses. They offer students more varied, specialized and in-depth instruction. They are more differentiated, with range of options and learning streams.^[17]

Community colleges offer another option at this transitional stage of education. They provide nonresidential junior college courses to people living in a particular area.

Tertiary



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Main articles: Tertiary education and Higher education

See also: Adult education

Higher education, also called tertiary, third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or **secondary school**. Tertiary education is normally taken to include **undergraduate** and **postgraduate education**, as well as a **vocational education and training**. Colleges and universities mainly provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Individuals who complete tertiary education generally receive **certificates**, **diplomas**, or **academic degrees**.

The ISCED distinguishes 4 levels of tertiary education. ISCED 6 is equivalent to a first degree, ISCED 7 is equivalent to a masters or an advanced professional qualification and ISCED 8 is an advanced research qualification, usually concluding with the submission and defence of a substantive dissertation of publishable quality based on original research.^[22] The category ISCED 5 is reserved for short-cycle courses of requiring degree level study.^[22]

Higher education typically involves work towards a degree-level or **foundation degree** qualification. In most developed countries, a high proportion of the population (up to 50%) now enter higher education at some time in their lives. Higher education is therefore very



Students in a laboratory, Saint Petersburg State Polytechnical University

important to national [economies](#), both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

University education includes teaching, research, and social services activities, and it includes both the undergraduate level (sometimes referred to as [tertiary education](#)) and the [graduate](#) (or postgraduate) level (sometimes referred to as [graduate school](#)). Some universities are composed of several colleges.

One type of university education is a [liberal arts](#) education, which can be defined as a "[college](#) or [university curriculum](#) aimed at imparting broad general knowledge and developing general intellectual capacities, in contrast to a professional, [vocational](#), or technical curriculum."^[23] Although what is known today as liberal arts education began in [Europe](#),^[24] the term "[liberal arts college](#)" is more commonly associated with institutions in the [United States](#) such as [Williams College](#) or [Barnard College](#).^[25]

Vocational

Main article: [Vocational education](#)

[Vocational education](#) is a form of education focused on direct and practical training for a specific trade or craft. Vocational education may come in the form of an [apprenticeship](#) or [internship](#) as well as institutions teaching courses such as [carpentry](#), [agriculture](#), [engineering](#), [medicine](#), [architecture](#) and [the arts](#).^[citation needed] Post 16 education, [adult education](#) and [further education](#) involve continued study, but a level no different from that found at upper secondary, and are grouped together as ISCED 4, post-secondary non-tertiary education.^[22]


Special

Main article: [Special education](#)

In the past, those who were disabled were often not eligible for public education. Children with disabilities were repeatedly denied an education by [physicians](#) or special tutors. These early physicians (people like [Itard](#), [Seguin](#), [Howe](#), [Gallaudet](#)) set the foundation for special education today. They focused on individualized instruction and functional skills. In its early years, special education was only provided to people with severe disabilities, but more recently it has been opened to anyone who has experienced difficulty learning.^[26]

Other forms

Alternative



The examples and perspective in this section **deal primarily with US and do not represent a worldwide view of the subject**. You may [improve this section](#), discuss the issue on the [talk page](#), or create a new section, as appropriate. *(February 2020)* [\(Learn how and when to remove this template message\)](#)

Main article: [Alternative education](#)

While considered "alternative" today, most alternative systems have existed since ancient times.^[citation needed] After the public school system was widely developed beginning in the 19th century, some parents found reasons to be discontented with the new system. [Alternative education](#) developed in part as a reaction to perceived limitations and failings of [traditional education](#). A broad range of educational approaches emerged, including [alternative schools](#), [self learning](#), [homeschooling](#), and [unschooling](#). Example [alternative schools](#) include [Montessori schools](#), [Waldorf schools](#) (or [Steiner schools](#)), [Friends schools](#), [Sands School](#), [Summerhill School](#), [Walden's Path](#), [The Peepal Grove School](#), [Sudbury Valley School](#), [Krishnamurti schools](#), and [open classroom](#) schools.

[Charter schools](#) are another example of alternative education, which have in the recent years grown in numbers in the US and gained greater importance in its public education system.^{[27][28]}

In time, some ideas from these experiments and paradigm challenges may be adopted as the norm in education, just as [Friedrich Fröbel's](#) approach to [early childhood education](#) in 19th-century Germany has been incorporated into contemporary [kindergarten](#) classrooms. Other influential writers and thinkers have included the [Swiss humanitarian](#) [Johann Heinrich Pestalozzi](#); the [American transcendentalists](#) [Amos Bronson Alcott](#), [Ralph Waldo Emerson](#), and [Henry David Thoreau](#); the founders of [progressive education](#), [John Dewey](#) and [Francis Parker](#); and educational pioneers such as [Maria Montessori](#) and [Rudolf Steiner](#), and more recently [John Caldwell Holt](#), [Paul Goodman](#), [Frederick Mayer](#), [George Dennison](#), and [Ivan Illich](#).^[citation needed]

Indigenous

Main article: [Indigenous education](#)

[Indigenous education](#) refers to the inclusion of indigenous knowledge, models, methods, and content within formal and non-formal educational systems. Often in a post-colonial context, the growing recognition and use of indigenous education methods can be a response to the erosion and loss of indigenous knowledge and language through the processes of colonialism. Furthermore, it can enable indigenous communities to "reclaim and revalue their languages and cultures, and in so doing, improve the educational success of indigenous students."^[29]

Informal learning

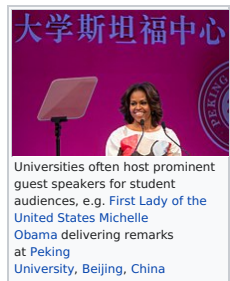
Main article: [Informal learning](#)

Informal learning is one of three forms of learning defined by the [Organisation for Economic Co-operation and Development](#) (OECD). Informal learning occurs in a variety of places, such as at [home](#), [work](#), and through daily interactions and shared relationships among members of society. For many learners, this includes [language acquisition](#), [cultural norms](#), and [manners](#).

In informal learning, there is often a reference person, a peer or expert, to guide the learner. If learners have a personal interest in what they are informally being taught, learners tend to expand their existing knowledge and conceive new ideas about the topic being learned.^[30] For example, a museum is traditionally considered an informal learning environment, as there is room for free choice, a diverse and potentially non-standardized range of topics, flexible structures, socially rich interaction, and no externally imposed assessments.^[31]

While informal learning often takes place outside educational [establishments](#) and does not follow a specified curriculum, it can also occur within educational settings and even during formal learning situations. Educators can structure their lessons to directly utilize their students informal learning skills within the education setting.^[30]

In the late 19th century, education through play began to be recognized as making an important contribution to child development.^[32] In the early 20th century, the concept was broadened to include young adults but the emphasis was on physical activities.^[33] [L.P. Jacks](#), also an early proponent of lifelong learning, described education through recreation: "A master in the art of



living draws no sharp distinction between his work and his play, his labour and his leisure, his mind and his body, his education and his recreation. He hardly knows which is which. He simply pursues his vision of excellence through whatever he is doing and leaves others to determine whether he is working or playing. To himself, he always seems to be doing both. Enough for him that he does it well."^[34] Education through recreation is the opportunity to learn in a seamless fashion through all of life's activities.^[35] The concept has been revived by the [University of Western Ontario](#) to teach [anatomy](#) to medical students.^[35]

Self-directed learning

Main article: [Autodidacticism](#)

[Autodidacticism](#) (also autodidactism) is self-directed learning. One may become an autodidact at nearly any point in one's life. [Notable autodidacts](#) include [Abraham Lincoln](#) (U.S. president), [Srinivasa Ramanujan](#) (mathematician), [Michael Faraday](#) (chemist and physicist), [Charles Darwin](#) (naturalist), [Thomas Alva Edison](#) (inventor), [Tadao Ando](#) (architect), [George Bernard Shaw](#) (playwright), [Frank Zappa](#) (composer, recording engineer, film director), and [Leonardo da Vinci](#) (engineer, scientist, mathematician).^[*citation needed*]

Evidence-based

Main article: [Evidence-based education](#)

Evidence-based education is the use of well designed scientific studies to determine which education methods work best. It consists of evidence-based teaching and evidence-based learning. [Evidence-based learning](#) methods such as [spaced repetition](#) can increase rate of learning.^[36] The evidence-based education movement has its roots in the larger movement towards [evidence-based practices](#).^[*citation needed*]

Open learning and electronic technology

Main articles: [Open education](#) and [Educational technology](#)

Many large university institutions are now starting to offer free or almost free full courses, through open education, such as [Harvard](#), [MIT](#) and [Berkeley](#) teaming up to form [edX](#). Other universities offering open education are prestigious private universities such as [Stanford](#), [Princeton](#), [Duke](#), [Johns Hopkins](#), the [University of Pennsylvania](#), and [Caltech](#), as well as notable public universities including [Tsinghua](#), [Peking](#), [Edinburgh](#), [University of Michigan](#), and [University of Virginia](#).

Open education has been called the biggest change in the way people learn since the printing press.^[37] Despite favourable studies on effectiveness, many people may still desire to choose traditional campus education for social and cultural reasons.^[38]

Many open universities are working to have the ability to offer students standardized testing and traditional degrees and credentials.^[39]

The conventional merit-system degree is currently not as common in open education as it is in campus universities, although some [open universities](#) do already offer conventional degrees such as the [Open University](#) in the [United Kingdom](#). Presently, many of the major open education sources offer their own form of certificate.

Out of 182 colleges surveyed in 2009 nearly half said tuition for online courses was higher than for campus-based ones.^[40]

A 2010 meta-analysis found that online and blended educational approaches had better outcomes than methods that used solely face-to-face interaction.^[41]



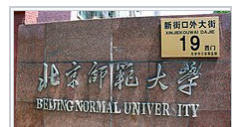
Children computing by David Shankbone

Public schooling

The education sector or education system is a group of institutions (ministries of education, local educational authorities, teacher training institutions, schools, universities, etc.) whose primary purpose is to provide education to children and young people in educational settings. It involves a wide range of people ([curriculum](#) developers, inspectors, school principals, teachers, school nurses, students, etc.). These institutions can vary according to different contexts.^[42]

Schools deliver education, with support from the rest of the education system through various elements such as [education policies](#) and guidelines – to which school policies can refer – curricula and learning materials, as well as pre- and in-service teacher training programmes. The school environment – both physical (infrastructures) and psychological (school climate) – is also guided by school policies that should ensure the well-being of students when they are in school.^[42] The [Organisation for Economic Co-operation and Development](#) has found that schools tend to perform best when principals have full authority and responsibility for ensuring that students are proficient in core subjects upon graduation. They must also seek feedback from students for quality-assurance and improvement. Governments should limit themselves to monitoring student proficiency.^[43]

The education sector is fully integrated into society, through interactions with numerous stakeholders and other sectors. These include parents, local communities, religious leaders, NGOs, stakeholders involved in health, [child protection](#), justice and law enforcement (police), media and political leadership.^[42]



Beijing Normal University, which is governed directly by the [Chinese Ministry of Education](#), is an example of collaboration between different entities in the education sector

Development goals

Joseph Chimombo pointed out education's role as a policy instrument, capable of instilling social change and economic advancement in developing countries by giving communities the opportunity to take control of their destinies.^[44] The 2030 Agenda for Sustainable Development, adopted by the United Nations (UN) General Assembly in September 2015, calls for a new vision to address the environmental, social and economic concerns facing the world today. The Agenda includes 17 [Sustainable Development Goals](#) (SDGs), including [SDG 4](#) on education.^{[45][46]}

Since 1909, the percentage of children in the developing world attending school has increased. Before then, a small minority of boys attended school. By the start of the twenty-first century, the majority of children in most regions of the world attended school.^[*citation needed*]



World map indicating [Education Index](#) (according to 2007/2008 [Human Development Report](#))

[Universal Primary Education](#) was one of the eight international [Millennium Development Goals](#), towards which progress has been made in the past decade, though barriers still remain.^[47] Securing charitable funding from prospective donors is one particularly persistent problem. Researchers at the [Overseas Development Institute](#) have indicated that the main obstacles to funding for education include conflicting donor priorities, an immature aid architecture, and a lack of evidence and advocacy for the issue.^[47] Additionally, [Transparency International](#) has identified [corruption](#) in the education sector as a major stumbling block to achieving Universal Primary Education in Africa.^[48] Furthermore, demand in the developing world for improved educational access is not as high as foreigners have expected. Indigenous governments are reluctant to take on the ongoing costs involved. There is also economic pressure from some parents, who prefer their children to earn money in the short term rather than work towards the long-term benefits of education.^[*citation needed*]

A study conducted by the [UNESCO International Institute for Educational Planning](#) indicates that stronger capacities in educational planning and management may have an important spill-over effect on the system as a whole.^[49] Sustainable capacity development

requires complex interventions at the institutional, organizational and individual levels that could be based on some foundational principles:^[49]

- national leadership and ownership should be the touchstone of any intervention;
- strategies must be context relevant and context specific;
- plans should employ an integrated set of complementary interventions, though implementation may need to proceed in steps;
- partners should commit to a long-term investment in capacity development while working towards some short-term achievements;
- outside intervention should be conditional on an impact assessment of national capacities at various levels;
- a certain percentage of students should be removed for improvisation of academics (usually practiced in schools, after 10th grade).

Internationalisation

Nearly every country now has [universal primary education](#).

Similarities – in systems or even in ideas – that schools share internationally have led to an increase in international student exchanges. The European [Socrates-Erasmus Programme](#)^[50] facilitates exchanges across European universities. The [Soros Foundation](#)^[51] provides many opportunities for students from central Asia and eastern Europe. Programs such as the [International Baccalaureate](#) have contributed to the internationalization of education. The global campus online, led by American universities, allows free access to class materials and lecture files recorded during the actual classes.

The [Programme for International Student Assessment](#) and the [International Association for the Evaluation of Educational Achievement](#) objectively monitor and compare the proficiency of students from a wide range of different nations.

The internationalization of education leads to the erosion of local education systems and indigenous values and norms, which are replaced with Western systems and cultural and ideological values and orientation.^[52]

Technology in developing countries

Main article: [Education and technology](#)

Technology plays an increasingly significant role in improving access to education for people living in impoverished areas and [developing countries](#). However, lack of technological advancement is still causing barriers with regards to quality and access to education in developing countries.^[53] Charities like [One Laptop per Child](#) are dedicated to providing infrastructures through which the disadvantaged may access educational materials.

The [OLPC foundation](#), a group out of [MIT Media Lab](#) and supported by several major corporations, has a stated mission to develop a [\\$100 laptop](#) for delivering [educational software](#). The laptops were widely available as of 2008. They are sold at cost or given away based on donations.^[*citation needed*]

In Africa, the [New Partnership for Africa's Development](#) (NEPAD) has launched an "e-school program" to provide all 600,000 primary and high schools with computer equipment, learning materials and [internet access](#) within 10 years.^[54] An International Development Agency project called [nabuur.com](#),^[55] started with the support of former American President [Bill Clinton](#), uses the [Internet](#) to allow co-operation by individuals on issues of social development.

[India](#) is developing technologies that will bypass land-based [telephone](#) and Internet infrastructure to deliver [distance learning](#) directly to its students. In 2004, the [Indian Space Research Organisation](#) launched [EDUSAT](#), a communications satellite providing access to educational materials that can reach more of the country's population at a greatly reduced cost.^[56]

Funding in developing countries

A survey of literature of the research into low-cost private schools (LCPS) found that over 5-year period to July 2013, debate around LCPSs to achieving [Education for All](#) (EFA) objectives was polarized and finding growing coverage in international policy.^[57] The polarization was due to disputes around whether the schools are affordable for the poor, reach disadvantaged groups, provide quality education, support or undermine equality, and are financially sustainable. The report examined the main challenges encountered by development organizations which support LCPSs.^[57] Surveys suggest these types of schools are expanding across Africa and Asia. This success is attributed to excess demand. These surveys found concern for:

- Equity: This concern is widely found in the literature, suggesting the growth in low-cost private schooling may be exacerbating or perpetuating already existing inequalities in developing countries, between urban and rural populations, lower- and higher-income families, and between girls and boys. The report findings suggest that girls may be under represented and that LCPSs are reaching low-income families in smaller numbers than higher-income families.^[57]
- Quality and educational outcomes: It is difficult to generalize about the quality of private schools. While most achieve better results than government counterparts, even after their social background is taken into account, some studies find the opposite. Quality in terms of levels of teacher absence, teaching activity, and pupil to teacher ratios in some countries are better in LCPSs than in government schools.^[57]
- Choice and affordability for the poor: Parents can choose private schools because of perceptions of better-quality teaching and facilities, and an English language instruction preference. Nevertheless, the concept of 'choice' does not apply in all contexts, or to all groups in society, partly because of limited affordability (which excludes most of the poorest) and other forms of exclusion, related to caste or social status.^[57]
- Cost-effectiveness and financial sustainability: There is evidence that private schools operate at low cost by keeping teacher salaries low, and their financial situation may be precarious where they are reliant on fees from low-income households.^[57]

The report showed some cases of successful voucher where there was an oversupply of quality private places and an efficient administrative authority and of subsidy programs. Evaluations of the effectiveness of international support to the sector are rare.^[57] Addressing regulatory ineffectiveness is a key challenge. Emerging approaches stress the importance of understanding the political economy of the market for LCPSs, specifically how relationships of power and accountability between users, government, and private providers can produce better education outcomes for the poor.^[57]

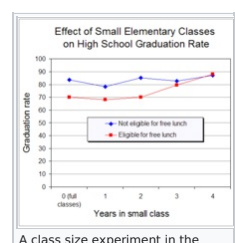
Theory

Main article: [Educational theory](#)

Psychology

Main article: [Educational psychology](#)

[Educational psychology](#) is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the [social psychology](#) of schools as organizations. The terms "educational psychology" and "school psychology" are often used interchangeably. Educational psychology is concerned with the processes of educational attainment in the general population and in sub-populations such as [gifted](#) children and those with



specific [disabilities](#).

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by [psychology](#), bearing a relationship to that discipline analogous to the relationship between [medicine](#) and [biology](#). Educational psychology, in turn, informs a wide range of specialties within educational studies, including [instructional design](#), [educational technology](#), curriculum development, [organizational learning](#), [special education](#) and [classroom management](#). Educational psychology both draws from and contributes to [cognitive science](#) and the [learning sciences](#). In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks (Lucas, Blazek, & Raley, 2006).

Psychological relationship

Main article: [Psychology of education](#)

[Intelligence](#) is an important factor in how the individual responds to education. Those who have higher intelligence tend to perform better at school and go on to higher levels of education.^[59] This effect is also observable in the opposite direction, in that education increases measurable intelligence.^[60] Studies have shown that while educational attainment is important in predicting intelligence in later life, intelligence at 53 is more closely correlated to intelligence at 8 years old than to educational attainment.^[61]

Learning modalities

There has been much interest in learning modalities and styles over the last two decades. The most commonly employed learning modalities are:^[62]

- **Visual:** learning based on observation and seeing what is being learned.
- **Auditory:** learning based on listening to instructions/information.
- **Kinesthetic:** learning based on movement, e.g. hands-on work and engaging in activities.

Other commonly employed modalities include [musical](#), [interpersonal](#), [verbal](#), [logical](#), and [intrapersonal](#).

Dunn and Dunn^[63] focused on identifying relevant stimuli that may influence learning and manipulating the school environment, at about the same time as [Joseph Renzulli](#)^[64] recommended varying teaching strategies. [Howard Gardner](#)^[65] identified a wide range of modalities in his [Multiple Intelligences](#) theories. The [Myers-Briggs Type Indicator](#) and [Keirsey Temperament Sorter](#), based on the works of [Jung](#),^[66] focus on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment. The work of [David Kolb](#) and [Anthony Gregorc](#)'s [Type Delineator](#)^[67] follows a similar but more simplified approach.

Some theories propose that all individuals benefit from a variety of learning modalities, while others suggest that individuals may have preferred learning styles, learning more easily through visual or kinesthetic experiences.^[68] A consequence of the latter theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them.^[69] Guy Claxton has questioned the extent that [learning styles](#) such as Visual, Auditory and Kinesthetic(VAK) are helpful, particularly as they can have a tendency to label children and therefore restrict learning.^{[70][71]} Recent research has argued, "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."^[72]

Mind, brain, and education

[Educational neuroscience](#) is an emerging [scientific](#) field that brings together researchers in [cognitive neuroscience](#), [developmental cognitive neuroscience](#), [educational psychology](#), [educational technology](#), [education theory](#) and other related disciplines to explore the interactions between biological processes and education.^{[73][74][75][76]} Researchers in educational neuroscience investigate the [neural](#) mechanisms of [reading](#),^[75] [numerical cognition](#),^[77] [attention](#), and their attendant difficulties including [dyslexia](#),^{[78][79]} [dyscalculia](#),^[80] and [ADHD](#) as they relate to education. Several academic institutions around the world are beginning to devote resources to the establishment of educational neuroscience research.

Philosophy

Main article: [Philosophy of education](#)

As an academic field, philosophy of education is "the philosophical study of education and its problems its central subject matter is education, and its methods are those of [philosophy](#)".^[81] "The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education. That is, it may be part of the discipline in the sense of being concerned with the aims, forms, methods, or results of the process of educating or being educated; or it may be metadisciplinary in the sense of being concerned with the concepts, aims, and methods of the discipline."^[82] As such, it is both part of the field of education and a field of [applied philosophy](#), drawing from fields of [metaphysics](#), [epistemology](#), [axiology](#) and the philosophical approaches (speculative, prescriptive or [analytic](#)) to address questions in and about [pedagogy](#), [education policy](#), and [curriculum](#), as well as the process of [learning](#), to name a few.^[83] For example, it might study what constitutes upbringing and education, the values and norms revealed through upbringing and educational practices, the limits and legitimization of education as an academic discipline, and the relation between [education theory](#) and practice.

Purpose

There is no broad consensus as to what education's chief aim or aims are or should be. Different places, and at different times, have used educational systems for different purposes. The [Prussian education system](#) in the 19th century, for example, wanted to turn boys and girls into adults who would serve the state's political goals.^{[84][85]}

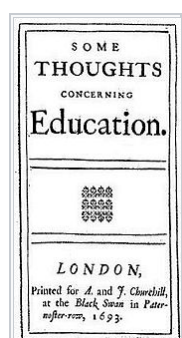
Some authors stress its value to the individual, emphasizing its potential for positively influencing students' personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education's contributions to societal purposes, including good citizenship, shaping students into productive members of society, thereby promoting society's general economic development, and preserving cultural values.^[86]

The purpose of education in a given time and place affects who is taught, what is taught, and how the education system behaves. For example, in the 21st century, many countries treat education as a [positional good](#).^[87] In this competitive approach, people want their own students to get a better education than other students.^[87] This approach can lead to unfair treatment of some students, especially those from disadvantaged or marginalized groups.^[87] For example, in this system, a city's school system may draw school district boundaries so that nearly all the students in one school are from low-income families, and that nearly all the students in the neighboring schools come from more affluent families, even though concentrating low-income students in one school results in worse educational achievement for the entire school system.^[citation needed]

United States found that attending small classes for 3 or more years in the early grades increased [high school graduation](#) rates of students from [low income](#) families.^[58]



Knowledge Day in Donetsk, Ukraine, 2013



John Locke's work *Some Thoughts Concerning Education* was written in 1693 and still reflects traditional education priorities in the Western world.

Curriculum

Main articles: [Curriculum](#), [Curriculum theory](#), and [List of academic disciplines](#)

In formal education, a [curriculum](#) is the set of courses and their content offered at a [school](#) or [university](#). As an idea, **curriculum** stems from the [Latin](#) word for *race course*, referring to the course of [deeds](#) and experiences through which [children](#) grow to become mature [adults](#). A curriculum is prescriptive and is based on a more general [syllabus](#) which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

An [academic discipline](#) is a branch of knowledge which is formally taught, either at the university – or via some other such method. Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous. Examples of broad areas of academic disciplines include the [natural sciences](#), [mathematics](#), [computer science](#), [social sciences](#), [humanities](#) and [applied sciences](#).^[88]

Instruction

Instruction is the facilitation of another's learning. Instructors in primary and secondary institutions are often called [teachers](#), and they direct the education of [students](#) and might draw on many [subjects](#) like [reading](#), [writing](#), [mathematics](#), [science](#) and [history](#). Instructors in post-secondary institutions might be called [teachers](#), instructors, or [professors](#), depending on the type of institution; and they primarily teach only their specific discipline. Studies^[*which?*] from the United States suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible.^{[89][90]} With the passing of NCLB in the United States (No Child Left Behind), teachers must be highly qualified.

Economics

Main article: [Economics of education](#)

It has been argued that high rates of education are essential for countries to be able to achieve high levels of [economic growth](#).^[91] Empirical analyses tend to support the theoretical prediction that poor countries should grow faster than rich countries because they can adopt cutting-edge technologies already tried and tested by rich countries. However, [technology transfer](#) requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation. Therefore, a country's ability to learn from the leader is a function of its stock of "[human capital](#)". Recent study of the determinants of aggregate economic growth have stressed the importance of fundamental economic institutions^[92] and the role of cognitive skills.^[93]

At the level of the individual, there is a large literature, generally related to the work of [Jacob Mincer](#),^[94] on how earnings are related to the schooling and other human capital. This work has motivated many studies, but is also controversial. The chief controversies revolve around how to interpret the impact of schooling.^{[95][96]} Some students who have indicated a high potential for learning, by testing with a high [intelligence quotient](#), may not achieve their full academic potential, due to financial difficulties.^[97]

Economists [Samuel Bowles](#) and Herbert Gintis argued in 1976 that there was a fundamental conflict in American schooling between the [egalitarian](#) goal of democratic participation and the inequalities implied by the continued profitability of capitalist production.^[98]

Future

See also: [Impact of the COVID-19 pandemic on education](#)

The world is changing at an ever quickening rate, which means that a lot of knowledge becomes obsolete and inaccurate more quickly. The emphasis is therefore shifting to teaching the skills of learning: to picking up new knowledge quickly and in as agile a way as possible.^[*citation needed*] Finnish schools have even begun to move away from the regular subject-focused curricula, introducing instead developments like phenomenon-based learning, where students study concepts like [climate change](#) instead.^[99] There are also active [educational interventions](#) to implement programs and paths specific to non-traditional students, such as [first generation students](#).

Education is also becoming^[*when?*] a commodity no longer reserved for children;^[*citation needed*] adults need it too.^[100] Some governmental bodies, like the Finnish Innovation Fund Sitra in Finland, have even proposed compulsory lifelong education.^[101]

Beginning in early 2020, the [COVID-19 pandemic](#) disrupted education systems throughout the world, affecting nearly 1.6 billion learners in more than 190 countries. Closures of schools and other learning spaces have impacted 94 percent of the world's student population, up to 99 percent in low and lower-middle income countries.^[102] Many schools made alternative plans during the pandemic, leading to a variety of in-person, hybrid, and online-only plans, and these led to challenges for many students, teachers, and families including children with learning disabilities and those learning in a language that is not their native one.^[103] As of September 30, 2020 there were 27 countries that had localized school closures. In the United States, an estimated 55.1 million students were forced to cease in-person instruction as of April 10, 2020. A switch to a [virtual learning](#) experience is particularly challenging for families that cannot afford the proper technology, such as [laptops](#), [printers](#), or a reliable [internet connection](#). When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources. Students who require special education found it difficult to progress through the curriculum without tools and support that they require.^[104] Polling suggests that schools that serve a majority of students of color are far less likely to have access to the technology needed for remote learning.^[103] Only 66% of Black households in the U.S. had home broadband service in 2019. Only 45% of Black Americans owned a [desktop](#) or laptop computer in 2015. Without access to the internet or a computer, Black parents are at a disadvantage in educating their children.^[105] The mental health of students has been greatly impacted due to the pandemic. It is estimated that three in ten participating in school at home have had their emotional and mental health negatively impacted. Similarly, the social lives of students have also been upended and this has been detrimental to the health of students worldwide which has also negatively impacted educational quality. This will be an issue for years to come. COVID-19 has shone a light on opportunity gaps and it will be up to educators and [policymakers](#) to direct the necessary resources to mitigating them in the coming years.^[103]

See also

- [Education for Justice](#)
- [Alternative education](#) – Term referring to forms of non-mainstream educational approaches
 - [Bildung](#)
 - [Co-teaching](#)
 - [Comprehensive sexuality education](#) – Sex education instruction method
 - [Education for Sustainable Development](#)
 - [Educational technology](#) – Use of technology in education to improve learning and teaching
 - [Glossary of education terms](#)
 - [Human rights education](#)
 - [Index of education articles](#) – Wikipedia index
 - [List of education articles by country](#) – Wikipedia list article

- **Mixed-sex education** – System of education where males and females are educated together
- **Outline of education** – 1=Overview of and topical guide to education
- **Pedagogy** – Theory, and practice of education
- **Progressive education**
- **Right to education**
- **Sociology of education** – The study of how public institutions and individual experiences affect education and its outcomes
- **Student** – Learner, or someone who attends an educational institution
- **School** – Institution for the education of students by teachers
- **School uniform** – Standardized outfit worn by students of an educational institution
- **Unschooling** – Educational method and philosophy; form of homeschooling
- **Education in Islam** – Islam and education

Notes

- ^a ↑ Article 13 of the **United Nations' 1966 International Covenant on Economic, Social and Cultural Rights** recognizes a universal right to education. *ICESCR*, Article 13.1.
- ^b ↑ King's School Canterbury has been in continuous existence from 597 AD

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