

KNOWLEDGE IS POWER

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Youth plays a vital role in national development. They are the hope and the future of our country. Education propels the youth in the right, proper and straight direction.

Fundamental human right of the youth is the right to education. Every individual is entitled to this right, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age or disability.

In relation to this, the Congress passed a bill, which was approved by then President Rodrigo Duterte on August 3, 2017. This refers to Republic Act No. 10931, also known as Universal Access to Quality Tertiary Education Act, granting a free tuition and other school fees in the tertiary education. Such law covered state universities and colleges, local universities and colleges and state-run technical-vocational institution to strengthen the unified student financial assistance system for the tertiary education. The said law is apparently a clear manifestation that the State recognizes the right to education of all Filipinos.

A better educated population contributes essentially to the vision of the future, for investing in human capital is infinitely more urgent than investing in physical infrastructure. Moreover, education has been regarded in all societies and throughout human history both as an end in itself and as a means for the individual and society to grow. Its recognition as a human rights is derived from indispensability of education to the preservation and enhancement of the inherent dignity of the human person.

It is important to remember that education is not a privilege, but it is a human right. The State shall have the obligation to protect, respect and fulfill the right to education. There are ways to hold states accountable for violations or deprivation of the right to education.

With this mind, many societies have traditional view that education is for genuine public good that adults and educators provide for children until such time that they outgrow their childhood vulnerabilities and inexperience to become contributing members of society themselves.

Based on study, many countries have been part of international and regional political drives to ensure that all children have access and

complete education. Note, however, that education will benefit both the children and the society. Education can break generational cycles of poverty by enabling children to gain the life skills and knowledge needed to cope with today's challenges. Also, education empowers children to be full and active participants in the society, able to exercise their rights and engage in civil and political life.

The United Nations agrees that education is a right to which all human beings are entitled. If this is so, then there is an important need to question the role that the government plays to support the institutional reforms necessary to achieve basic primary education for all.

Human rights advocates claim that every child has a right to education. This claim is based primarily on two premises. First, rights advocates

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endorse the right to education because they believe that if children receive basic primary education, they will likely be literate and numerate and will have the basic social and skill life necessary to secure a job, to be an active member of a peaceful community, and to have a fulfilling life. Secondly, rights advocates recognize that, despite this recognition of education as a right by the Universal Declaration of Human Rights (UDHR), many children fail to benefit from even basic primary education. This gap between the positive recognition of the right to education and the negative reality facing many children has led rights advocates to conclude that education must be considered a human rights issue on par with the right to food or the right to freedom.

Today, education remains an inaccessible right for millions of children around the world. According to research, about more than 72 million children of primary education age are not in schools and 759 million adults

“An investment in knowledge pays the best interest.”

- Benjamin Franklin

are illiterate and do not have awareness necessary to improve both their living conditions and those of their children.

In developing and developed countries, children do not have access to basic education because of inequalities that originate in sex, health and culture identity (ethnic origin, language, religion). These children find themselves on the margins of the education system and do not benefit from learning that is vital to their intellectual and social development.

Primary education is a major issue and a sizeable problem for many states. Many emerging countries do not appropriate the financial resources necessary to create schools, provide schooling materials, not recruit and train teachers. Funds pledged by the international community are generally not sufficient enough to allow countries to establish an education system for all children.

Quality education is viewed as any country's pillar of success. It is the best that the country can offer, a call that leads to quality employment for a better quality of life. Hence, lawmakers should still be in the lookout for potential advancement in the current status of our education system.

Towards this end, the claim that a right to education is a human right is an important claim. It is an important claim because there is a responsibility to enable children to develop an acquired set of capabilities to lead their own lives in a meaningful and fulfilling way.

Education plays a large role in achieving just societies because education can develop a child's sense of self, sense of community, and sense of citizenship. While it is true that the provision of education is costly and multifaceted, a public institution of education needs to be in place to manage the kinds of educational opportunities that are available and to secure the kinds of resources that are necessary.

So, while it is important to secure and protect a right to education, it is equally important to be able to convert this right into a meaningful action. Having rights is only effective in influencing an individual's standard of living if that individual can do something with that action, both within the immediate society to which the child belongs and within the global society in which the child will interact.