



Why is elementary education so necessary: An overview

Zhang Wei

Department of Industrial Education, Peking University, Beijing, China.

DESCRIPTION

Elementary education, also called primary education, the primary stage traditionally found in formal education, beginning at about age 5 to 7 and ending at about age 11 to 13. In the UK and a few other countries, the term primary is employed rather than elementary. The term primary customarily refers to only the primary three years of elementary education i.e., grades 1 to three. Elementary education is usually preceded by some sort of preschool for youngsters' age 3 to five or 6 and is usually followed by education.

Despite the various cultural and political differences among nations, the objectives and curriculum a minimum of of education tend to be similar. Nearly all nations are officially committed to mass education, which is viewed as eventually including a full education for all. An increasing agreement may therefore be found among nations to the effect that preparation for citizenship is one among the main objectives of education. In terms of curriculum, this objective suggests a stress on reading and writing skills, arithmetic skills, and basic social studies and science.

Compulsory education in England begins at age 5 and continues to age 16. Formal school attendance begins at age 5, when the kid enters the two-year grade school or department. Thereafter students may attend grade school until age 11. Some local authorities, however, have established "first" schools for pupils of ages 5 to eight, 9, or 10 and "middle" schools for various age ranges between ages 8 and 14. In Canada the grade school, depending upon the province, may be 8, 7, or 6 years long. In Australia compulsory attendance begins at the age of 6 and extends to 15 in five states and to 16 in Tasmania. As a general rule, elementary and education last six years each.

The contemporary Japanese establishment consists of a three-year kindergarten, a six-year grade school, a three-year lower lyceum, and a three-year upper lyceum. In India each state features a director of public education who, among his other tasks, is liable for the inculcation of basic education through productive activity and native crafts to all children between the ages of 6 and 14.

In the Indian curricular system, the scholar may begin an eight-year grade school at the age of 6 and should possibly advance to a three-year lyceum and a three-year college, which constitute the upper scholastic organization. Other national variations of the grade school offer four- and six-year programs that are followed by a three-year junior secondary or lyceum and a three-year secondary school.

There is an in depth relationship between the tutorial provisions of a rustic and its economic resources. This relationship shows up in such country-to-country comparisons because the percentages of youngsters between the ages of 5 and 14 enrolled in class, the amount who begin but soon drop out, the availability and qualifications of teachers, and so on. In all of those respects, large sections of Africa, Latin America, and parts of Asia and therefore the Middle East are disadvantaged in comparison with most of Europe and with countries like US, Canada, Japan, and Australia.

The most critical problem of education within the world's developing countries is that of providing elementary schooling for all or maybe most of their children, and therefore the second most crucial problem then becomes one among keeping those children in class. The goal of literacy, which is central to elementary education everywhere, is frustrated not only when a small percentage of the people go to school but also when relatively few of these who do attend advance beyond the primary or second grade. In some developing countries, for instance, just one or two children out of 5 who attend school remain there until the fifth grade. A concentration of enrollment within the class or two is characteristic of underdeveloped school systems, partly due to the dropout problem and partly because many of these who stay on fail to satisfy requirements for promotion to subsequent grade. Unfortunately, the rapid educational expansion that took place in many developing countries in the second half of the 20th century was offset by equally rapid population growth.