

Human Rights in Development Aid for Self-determination: Any Cause for Education Concern?

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ABSTRACT

This paper explores and studies the place of human rights and patterns of development aid with a focus on education. It looks at the uneven recognition of human rights in education, and how this might affect education in development. The potentials of human rights frameworks are explored, particularly rights-capability based approach, with regards to how they measure up to the Universal Declaration of Human Rights and other related International Conventions. We find evidence that that human rights systematically integrated into education aid challenges the education crisis of access, quality, credibility and relevance, as well as poverty's multi-dimensionalities. In contrast to the findings of other studies, we find that rights-capability approach to development with roots in human rights principles, and dictated by each country's jurisdiction over their own education programs, culturally sensitive policies, and the commitment of aid frameworks to fundamental human rights is the difference for sustainable development. We conclude that human rights play less a role in traditional aid, aid is substantively dictated by unwillingness to rethink self-interests, and the desire to override recipients intrinsic motives by the social engineering, challenges recipients achieving "Larger Freedom" - self-transformation.