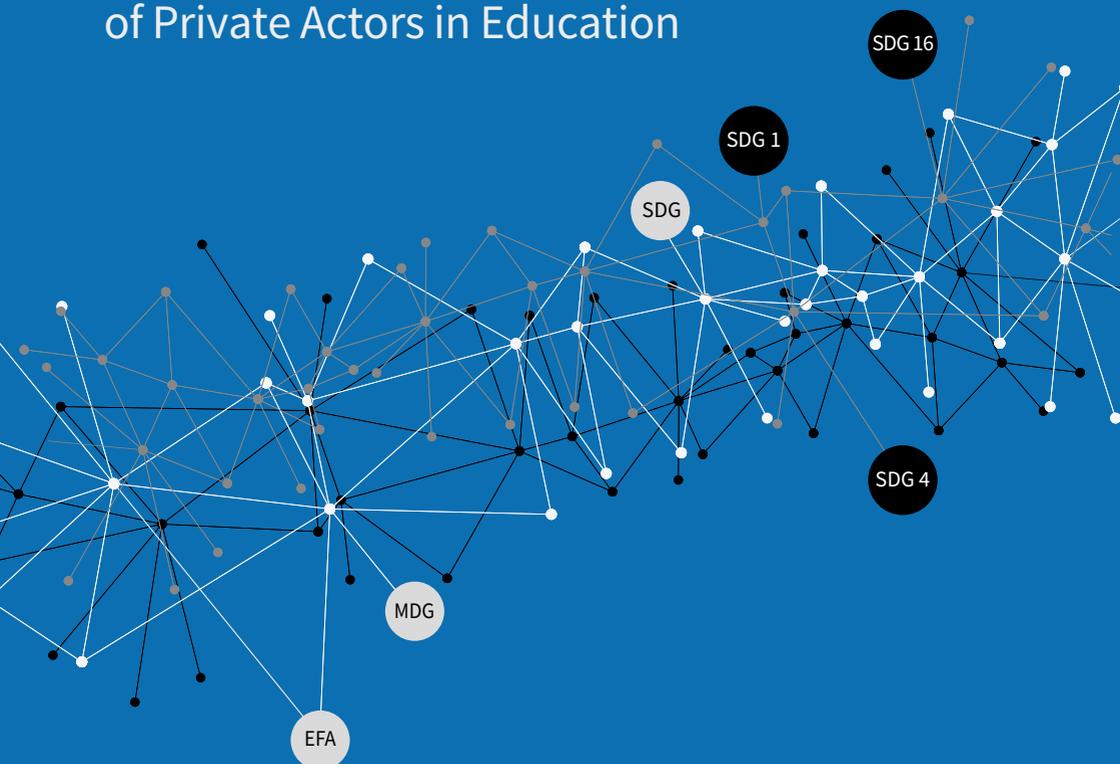


Edited by
Frank Adamson
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Realizing the Abidjan Principles on the Right to Education

Human Rights, Public Education, and the Role
of Private Actors in Education



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Series preface

This insightful book analyses the process of the first adoption of guiding human rights principles for education, the Abidjan Principles. It explains the development of the Abidjan Principles, including their articulation of the right to education, the state obligation to provide quality public education, and the role of private actors in education.

Multidisciplinary in approach, both legal and education scholars address key issues on the right to education, including parental rights in education, the impact of school choice, and evidence about inequities arising from private involvement in education at the global level.

Focusing on East African and Francophone countries, as well as the

global level, chapters explore the role and impact of private actors and privatization in education. The book concludes by calling for the rights outlined in the Abidjan Principles not to remain locked in text, but for states to take responsibility and be held to account for delivering them, as promised in international human rights treaties.

Interpreting human rights law as requiring that states provide a quality public education, this book will be a valuable resource for academics and students of education policy, human rights, and education law. It will also be beneficial for policy makers, practitioners, and advocacy groups working on the right to education.

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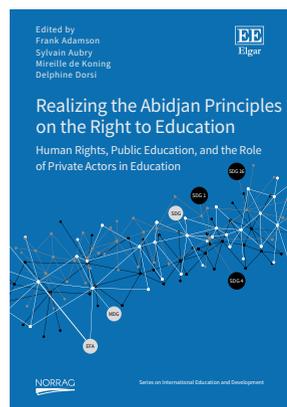
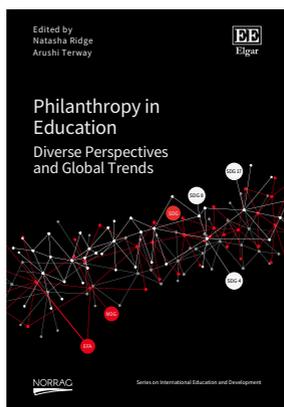
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About the series: International Education and Development

The books in this series intend to generate an international debate on emerging trends in education and provide space for authors that represent diverse perspectives and knowledge communities. Reflecting the mission of NORRAG to produce, disseminate and broker critical knowledge on topical issues that emerge in education and development, the series aims to serve as a knowledge broker at the interface between research, analysis, policy and practice within the comparative, development and international education community.



Book series editor: Gita Steiner-Khamsi.

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