



Competency-based assessment in primary education system

Panny Suefen*

Department of Primary Education, Beijing University of Technology, Beijing, China

*Corresponding author. E-mail: suefenpanny@161.com

Received: 04-Feb -2022, Manuscript no: IJNPE-22-65374, **Editor assigned:** 09-Feb-2022, PreQC no: IJNPE-22-65374 (PQ), **Reviewed:** 23-Feb-2022, QC no: IJNPE-22-65374, **Revised:** 02-Mar-2022, Manuscript no: IJNPE-22-65374 (R), **Published:** 10-Mar-2022, DOI: 10.15651/IJNPE-22.1.005

ABOUT THE STUDY

Under the International Standard Classification of Education, primary education is considered a single step in which children are usually designed to teach basic literacy and Communication skills and lay a solid foundation for learning. Schools play an important role in fostering relationships, sharing, fairness, mutual respect and gratitude for cooperation with children. Schools form the basic values and abilities that are the building blocks for understanding concepts such as justice, democracy and human rights. Teachers are often at the frontline of this work and play a formative role with the family in shaping the child's attitudes and behaviors. Global citizenship education provides the overall framework for the rule of law approach. This allows learners to be actively involved in both locally and globally as active contributors to a peaceful, tolerant, inclusive, safe and sustainable world.

Obstacles to Education

The need to realize the right to education is greatest in a humanitarian crisis. More than 40% of school children live in conflict-affected poor countries and millions of people graduate from school each year due to natural disasters. In emergencies, education can save and protect lives. A safe school environment can give children a normal feeling in times of crisis. Schools can also support post-conflict recovery. However, only 2% of all humanitarian aid is spent on education. Schools should be given higher priority in humanitarian crises and national education plans should take into account as emergencies.

Child Labor

Poverty has driven so many small children out of school into the world of work. Some children remain in school, but some are at a disadvantage due to overlapping research and work. For households living in poverty, external shocks

such as natural disasters, increased costs, parental illness and unemployment can remove children from school and bring them to work. By leaving school and entering the labor market early, children miss the opportunity to free themselves, their families and communities from the state of poverty. Sometimes children are exposed to the worst forms of work that are dangerous to their physical, mental and emotional well-being. There are different types of elementary schools around the world. In addition to regular elementary schools, there are also primary and special education schools. Public schools are open to all children. Teaching in these schools is not based on religion or beliefs. If the parents' desired school is full, the municipality needs to allow the child to attend another public school.

Private School

Children in private schools are taught according to religious or ideological beliefs. The types of private schools are Roman Catholic, Protestant, Islamic, or Hindu. Independent schools may refuse to accept students or the teachers who have different beliefs.

Non-Denominational Private School

Non-denominational private schools teach according to a particular educational spirit. They do not equate with any particular religion or belief. Public and sectarian private schools can also operate according to specific educational principles.

Community School

Community schools combine activities such as education and after-school care, sports, social welfare and culture. Some community schools offer additional language classes and extracurricular activities, such as homework support, physical education and music classes this gives children more developmental opportunities.