

**Paradigms & Pearson Initiatives**

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Pearson is an education company which focuses on providing education to the world's poor through testing, financial and technology models. Through their Pearson Affordable Learning Fund, their goal is to create private schools in poor communities that run for profit but are funded by taxpayers (Kamenetz, 2016). This paper will further analyze Pearson's bait and switch model through paradigms such as liberal capitalist and Marxist and conclude with the hopes of a radical humanist perspective.

The liberal capitalism paradigm's main focus is economic growth by enhancing worker's skills and productivity (Mc Cowan & Unterhalter, 2015). This paradigm utilizes a modernization theory in which places schooling as an instrumental tool for the development of the economy. The vision in liberal capitalism is to invest in poor countries and help reform their education system by allowing opportunities for these underdeveloped countries to compete in a global market (Mc Cowan & Unterhalter, 2015) but at what cost?

In countries like the Philippines for example, there is a focus on improving education and producing better workers. In this week's article "Pearson's Quest to Cover the Planter in Company-Run Schools", the Ayala corporation along with Pearson created APEC schools to be able to help poor communities and prepare their children to earn better jobs in the future. They created a curriculum based on interest-driven learning and collaboration in order to prepare these students to have enough skills to secure a job right after graduation (Kamenetz, 2016). The ultimate goal for APEC schools however is to be able to grow financially.

The Marxist paradigm fits perfectly in the true underlying purpose of Pearson in that it supports the dependency theory. While the vision and mission Pearson states is the opportunity to better educate underdeveloped communities, countries such as the Philippines, have parents paying \$2 a day for their child for this kind of institution. This serves as a perfect example of

exploitation and how for centuries rich corporations like Pearson love to initially portray this “Savior” persona but only with the sole purpose to expand the business, become marketable and trend as a humanitarian organization and then suck the profits out of these poor countries leaving them dependent on their former colonial power and creating a bigger economic gap (Mc Cowan & Unterhalter, 2016).

Just like the Marxist paradigm strongly supports and unveils the true hidden agenda of Pearson, the real solution here for countries like the Philippines in reference to APEC schools is to adapt a radical humanist approach and free themselves from those relations by adapting Paulo Freire’s pedagogy on decolonial thinking (Mc Cowan & Unterhalter, 2016). “It is through education that human beings are able to fully realize their potential--making choices and taking action in order to preserve or change beliefs, values and practices that impact on their ability to live an autonomous life (Teixeira, 1998; Fernandez 1989). Freirean pedagogy focuses on the changes that need to happen in the education system through action to fight the social inequalities that exist (Dos Santos, Malloes & Costa,) due to leeches like Pearson.

Moreover, it is important to mention that these APEC schools in the Philippines are small spaces with no science labs, nurse’s offices, or gyms due it’s size. This wealthy institution, like many charter schools that exist today in this country, save money on hiring inexperienced teachers and stand by their focus on better preparing low-income students to successfully acquire jobs that will increase their productivity and focus on English being the main language only highlighting their true purpose; make money instead of embracing their culture and educating the child as a whole.

Without a doubt, more critical research needs to be conducted in Pearson's schools around the world to unmask the long-term impact that these institutions have had on the children that they serve and further study their effects and outcomes in the contribution to their society.

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