



Education for Achieving the Millenium Development Goals

DR. ASHA PANDEY

Associate Professor, Department of Education, Vasanta College For Women, Rajghat, Varanasi, India

ABSTRACT: Education is a key factor in achieving Millennium Development Goals. Education can help lift people out of poverty. Education equips people with the knowledge and skills they need to increase income and expand employment opportunities. Girls and women who are educated are far more likely to immunize their children. The 8 Goals:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria, and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

The Food and Agricultural Organization of the UN claims that nearly 57 million primary school age children are not able to attend school; 80 percent of whom live in rural areas. This has made the urban-rural knowledge and education divide today's main obstacle to achieving global primary education by 2015. The fact that rural children are highly affected by hunger and malnutrition has also seriously affected their learning ability. As such, food security and primary education should be addressed at the same time to give rural people the capacity to feed themselves and overcome hunger, poverty, and illiteracy. Social protection brings together all efforts for education and food security towards increased effectiveness.

I. INTRODUCTION

Again, it's a mixed story. The education goal called for "girls and boys alike" to receive a primary school education, but it failed to acknowledge that the challenges they face are far from alike. In some poor countries, sons are still seen as the breadwinners of the future, and their education prioritised over daughters. This means they are more vulnerable to early or forced marriage and early pregnancy, and are often left to shoulder a disproportionate share of the domestic workload. On the plus side, perhaps partly because of the emphasis on education in the gender equality goal, boys and girls are now enrolling for primary school in equal numbers. That, though, means very little if they subsequently fall by the wayside, and the reality is that for every 100 boys out of primary school there are 117 girls. "All girls and boys [should] complete free, equitable and quality primary and secondary education", a formula that – in succinctly covering many existing problem areas – suggests lessons have been learned. There is a clear anxiety to touch all the relevant bases, with targets devoted to preparing children adequately for primary school, university and professional life. Schools must be sensitive to the needs of both sexes, with provision made for disabled children and a greater emphasis on safety and quality [1]. Percentage targets for literacy, numeracy, life skills and – crucially – teacher training will be set. The government has committed to reach the goal of elementary education for all by 2010 by means of "Sarva Shiksha Abhiyan" (SSA) campaign on education for all which was launched in 2000, thus aiming to make free and compulsory education to the children of 6- to 14-year age group, a fundamental right. As a result of its efforts, enrolment has increased by 25 million between 2001 and 2005 and the number of out of school children has reduced from about 320 lakh in 2002-2003, to 70.5 lakh based on reports of States and UTs in March 2006. Other schemes include *Prarambhik Shiksha Kosh* (PSK) to help finance the government's commitment to quality basic education, District Primary Education Programme (DPEP) –to revitalize the primary education system and setting up of institutions for teacher education.[2]



II. METHODOLOGY

In order to underline the dynamics of change in basic human and non-human indicators of development, the government documents and study reports were used. Documentary analysis was used to cull out facts from these documents. These documents include:

1. World Bank Reports
2. UNDP Reports
3. Economic survey of India
4. India Human Development Reports
5. Census 2011
6. ASER Reports
7. News Papers

III. SUGGESTIONS

- Attitude to acquire adequate knowledge and to develop skills should be inculcated in teacher trainees.
- Sufficient number of schools along with adequately trained teachers for quality instruction and effective functioning of elementary education should be ensured. For this, programmes under Teacher Education should be redesigned.
- Programmes under SSA should be strengthened to ensure cent percent enrolment and retention.
- For quality teaching, Pre-service and in-service programmes should be focused.
- Active participation for development of self confidence among pupil teachers should be emphasized.[3]
- Dedication towards teaching profession.
- Values oriented Teacher education should be provided.

IV. DISCUSSION

Teachers are the most important educational resource for students and a critical determinant of educational quality, yet their contribution is not always fully appreciated. Teachers are routinely blamed for deficiencies in the education system and teacher training is sometimes dismissed as unproductive and expensive, resulting in the hiring of untrained and often barely educated teachers. This must stop if we are to turn education around. Teachers must be treated as respected professionals and given the training and support they need in order to provide the highest quality of education and create opportunities for all students to develop to their full potential. Adult literacy is an essential EFA goal;[4] it is one where little progress has been made. Almost a billion adults are still unable to read and write less than three years before 2015 and the many children who drop-out of school are adding to these numbers every day. The proportion of underweight children in developing countries has declined from 28% to 17% between 1990 and 2013. This rate of progress is close to the rate required to meet the MDG target, however improvements have been unevenly distributed between and within different regions. Globally, significant progress has been made in reducing mortality in children under 5 years of age. In 2013, 6.3 million children under 5 died, compared with 12.7 million in 1990. Between 1990 and 2013, under-5 mortality declined by 49%, from an estimated rate of 90 deaths per 1000 live births to 46. The global rate of decline has also accelerated in recent years – from 1.2% per annum during 1990–1995 to 4.0% during 2005–2013. Despite this improvement, the world is unlikely to achieve the MDG target of a two-thirds reduction in 1990 mortality levels by the year 2015.[5]

More countries are now achieving high levels of immunization coverage; in 2013, 66% of Member States reached at least 90% coverage. In 2013, global measles immunization coverage was 84% among children aged 12–23 months. During 2000–2013, estimated measles deaths decreased by 74% from 481 000 to 124 000.[6]

To reduce the number of maternal deaths, women need access to good-quality reproductive health care and effective interventions. In 2012, 64% of women aged 15–49 years who were married or in a consensual union were using some form of contraception, while 12% wanted to stop or postpone childbearing but were not using contraception.

The proportion of women receiving antenatal care at least once during pregnancy was about 83% for the period 2007–2014, but for the recommended minimum of 4 or more visits the corresponding figure drops to around 64%.[7]

WHO works with partners to support national efforts to achieve the health-related MDGs. WHO's activities include:

- setting prevention and treatment guidelines and other global norms and standards;
- providing technical support to countries to implement guidelines;
- analysing social and economic factors and highlighting the broader risks and opportunities for health.



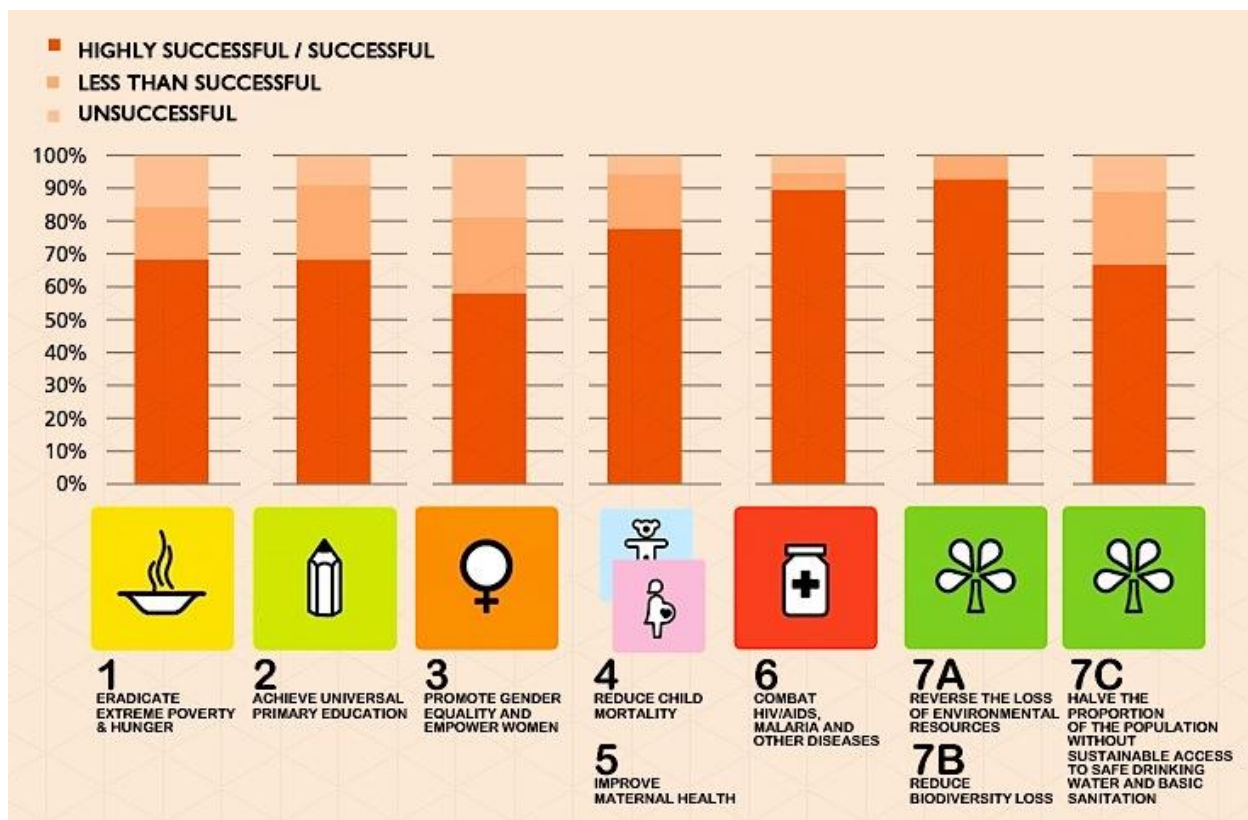
WHO assists national authorities as they develop health policies and plans, and helps governments work with development partners to align external assistance with domestic priorities. WHO also collects and disseminates data on health so countries can plan health spending and track progress.[8]

Advocacy, research and action that create a protective environment that will

- ! Allow every child the best start in life
- ! Ensure every girl and every boy a quality primary school education
- ! Safeguard every child against disease and disability
- ! Stop the spread of HIV/AIDS and provide care for every child affected
- ! Shield every child from violence, abuse, exploitation and discrimination

V. RESULTS

In September 2000, 189 Heads of states adopted the United Nations Millennium Declaration due to the increasing rate of hunger and poverty in the low-developing countries (LDC). This document was then translated into a roadmap setting out goals to be reached by 2015. The eight-millennium development goals (MDGS) were based on agreement made at the United Nations conference in the 1990s and represent commitments from both developed and developing countries. The millennium goals include challenges for rich and poor countries alike. They set targets for developing countries to improve life of the poor; halve the number of people living on less than one dollar a day, halve the number of global poor living in hunger, ensure all children complete primary education, promote gender equity and women empowerment, reduce by two-thirds child mortality, improve maternal health, increase access to clean water and reduce environmental degradation. The MDGS also recognise potential contributions from developed countries of trade, assistance, debt relief, and access to essential medicines and technology transfer.[9]



The eight MDGs break down into 21 quantifiable targets that are measured by 60 indicators

Goal 1: Eradicate extreme poverty and hunger

- Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day
- Achieve full and productive employment and decent work for all, including women and young people
- Halve, between 1990 and 2015, the proportion of people who suffer from hunger

Goal 2: Achieve universal primary education
Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Goal 3: Promote gender equality and empower women[10]

- Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

Goal 4: Reduce child mortality

- Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

Goal 5: Improve maternal health

- Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio

Goal 6: Combat HIV/AIDS, malaria and other diseases

- Have halted by 2015 and begun to reverse the spread of HIV/AIDS
- Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it
- Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases
- Ensure environmental sustainability
- Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources

- Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

- Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation

- By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers[11]

Goal 8: Develop a Global Partnership for Development

- Develop further an open, rule-based, predictable, non-discriminatory trading and financial system
- Address the special needs of the least developed countries
- Address the special needs of landlocked developing countries and small island developing States (through the Programme of Action for the Sustainable Development of Small Island Developing States and the outcome of the twenty-second special session of the General Assembly)[12]
- Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries[13]
- In cooperation with the private sector, make available the benefits of new technologies, especially information and communications



Children receiving education

VI. CONCLUSION

Empowerment can be defined as the ability of individuals to make strategic life choices. The ability to make decisions with respect to reproduction, namely whether to engage in sexual activity for procreation or pleasure, whether or not to have children, when to have children are strategic life choices that have profound impacts on the economic and social outcomes of one's life. For women who have responsibility for biological and social reproduction empowerment is critical, and is key to the achievement of gender equity. The recognition of women's rights as human rights is central to



empowerment. Education may be an important precondition to women's empowerment, but it does not guarantee that empowerment. For this to occur women must also enjoy equal rights with men, equal economic opportunities use of productive assets, freedom from drudgery, equal representation in decision making bodies, and freedom from the threat of violence and coercion'. The recommendations for additional and expanded targets and indicators for advancing the rights of women are therefore central to the goal of empowering women.[14,15]

This global recommitment to achieving gender equality through the MDGs creates the much needed enabling environment to ensure that governments take action to be more supportive of the gender mainstreaming mandate by providing the necessary resources to build capacities within the public sector to enhance the core competencies of institutions to deliver their functions from a gender perspective. It also provides the framework for increasing accountability for the implementation of gender responsive policy-making, implementation, monitoring and evaluation. This must also be supported through the implementation of legislative reforms by incorporating international commitments on gender equality, such as CEDAW and the Beijing Platform for Action into national laws. The CARICOM region already has achievements in this respect where the government of Guyana amended its Constitution to incorporate CEDAW and other human rights Conventions as an enforceable guarantee of gender equality

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