



EDUCATION FOR ALL: A GLOBAL AND NATIONAL OUTPUT

Kajal Mandal

*Assistant Professor of Political Science, Durgapur Women's College
Durgapur, Paschim Bardhaman, West Bengal, India*

**Corresponding Author: Kajal Mandal*

Abstract

“Education is the most powerful weapon we can use to change the world.” Nelson Mandela. Education is the most important part of life that gives liberty from all bondages such as all kinds of evils and ignorance. It is self expression and self realization position to promote in a person. Education is a process which promotes physical social emotional intellectual and spiritual development of children. It is most essential part for the success of democracy and for improving productivity; it is bringing tremendous changes for social as well as national development. At first international community charged UNESCO in 1946, with the responsibilities for the promoting of education as well as secure to the individual and social well-being due to all over world. In 1948, United Nations declared universal human rights including right to education, Article 26(1) mentioned “*everyone has the right to education. Education shall be free at least elementary and fundamental stages. Elementary education shall be compulsory.*” Education is an essential part of our Indian constitution in which article 45 mentioned the state provided to free and compulsory education to all children up to age 14 years by 1960. But the state has been not reached to fulfill the universal free and compulsory educations until, specially half of people in our Indian citizen have illiterates it is adopted national goal as well as international goal for the promoting individual excellence, national well-being and successfully democratization.

Most of the states are facing the problems of universal elementary education and the most numbers children outside of school increasing, but despite some states are increasing to fulfill of the UEE attempted by the government. In our Indian national scenario characterized has growing illiteracy, dropout rates in primary education and huge numbers of children non attendance especially in backward classes and mostly SC, ST people on the one side and other than rural areas. The children's are not fulfill primary and upper primary stages in our Indian states especially backward classes. Literacy rate are slowly increase in national levels at 16 percent literary in 1947 and according to censuses 2011 literacy rates are 74.04 percent while the male literacy rates are 82.14 percent and female literacy rates are 65.46 percents. Today's huge numbers of children are not enrolled in the primary schools they are belonging to weaker section including SC, ST and agriculture worker farmer's slum dwellers and so on. Despite National Education Policy 1986 is the great role played for the fulfill of UEE in Indian states. I want to focus Universal Elementary Education continuous upgrading Indian Context as well as global scenario.

Keywords: UEE, EFA, SDG, SEQI, WEF & SSA

Introduction

“Education is the most powerful weapon we can use to change the world.” Nelson Mandela. Education is the most important part of life that gives liberty from all bondages such as all kinds of evils and

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Reformation of Education: Aims to formation New India

The quality of education in school education is not satisfactory; the Government has taken significant steps to reverse the situation. Higher education has emphasized the establishment of new leading institutions in various parts of the country. Never before has so much higher education been established since independence. There is also a conscious effort to reorganize the higher education regulatory system without interfering with the autonomy rights of the institutions. Recently, the government released a draft national education policy the goal of this policy is to create a well planned transition to school and higher education, the government wants to know peoples view on this draft.

School Education: Government policy focused on ensuring every child had access to schooling, the right to education act was launched in the education initiative for everyone and Mid-Day meal for lunch, these efforts have brought results. The total admission ratio reached 99.89 percent at primary school level in 2014-2015, which is certainly appreciated. There are now 15 lakh schools in the field of school education in India with the 89 lakh teachers and there are more than 25 million educators are studding. Nearly 60 percent of 2019-2020 education budgets have been allocated for school education, including the national education mission and the Mid-Day Meal program. Money for national education mission 2018-2019 has increased by 18.2 percent as compared to the revised. The allocation for the Mid –Day Meal program has increased by 10.5 percent from the revised estimates of the last fiscal year. Despite increasing the expenditure on education this disparity in education opportunities is evident in the geographical area and population's differences will face this challenge. Education materials have improved Due to government spending and policy efforts, but educators did not sufficient increase the knowledge on particular maters.

This effort has linked various projects such as the Sarva Siksha Abhiyan and the state secondary mission, the minister of policy and human resources development has fixed a number of indicators to monitor and evaluate the good and bad activities of the state and union territories school education. These indicators are used in important aspects like education, not schooling shoes infrastructure and administration. The

judicial analysis of this performance will be regularly highlighted by the performance grading Index (PGI) of the HRD and school education quality index (SEQI) by the ministry of policy. This surveillance system will help the state and union territories to identify areas of strength and weakness. This will also be useful in correcting errata or reforming necessary policies. Incorporating states and union territories into incentives is crucial to bring about clear change in focus on improving outcomes.

Right to Education of UNESCO

UNESCO means United Nations Educational Scientific Cultural Organization, in this organization suggested that humanistic and holistic vision of quality education for the whole world, secure the all people's right to education and committed to education play an important role in human economic and social development. In this organization is the promoting the right to education with the cooperation general assembly documents and through the various events, exhibits and programmes. General Assembly resolution number A/RES/70/209 refers to the United Nations Decade of Education for Sustainable Development (2005-2014) insists on the crucial importance of an education of quality, equitable and inclusive all around the world in order to achieve the 2030 Agenda. In this resolution also emphasizes the key role of UNESCO to achieve the education for sustainable development.

Education for All it's the Unfinished Task

Literacy and universal primary or the elementary education are the close link is an established fact, if the countries literacy rate are low while the other facility are low access to and retention to the basic education. It is confidential task, with the close link. There is cause and effect relationship between the two key concept literacy and elementary education of education for all and its call for coordinated and integrated action, cooperative and concerted efforts of all concerned governmental and nongovernmental voluntary and social activist agencies.

The ultimately main goal of education for all is to develop a constant learning environment, in which oppose to education system by the learning system. There is UNESCO instead the statement "this would include not only education as it is presented in formal settings, such as school, but also formal education and even in formal learning. This latter element is all encompassing based on the philosophy that an individual learns at all moments, in all situations. Actually, literacy and basic education are within together the both of individual capacity to learn critical thinking. Therefore, present society is a learning society and individual is learning throughout his life from womb to tomb.

Generally, we know education is a professional and dignity of life or the quality of life. UNESCO has added "if an individual has a higher level of education he or she can obtain a better job and a higher salary and achieve a better quality of life, while such links are entirely viable, they should not be regarded as goals of education rather they are by products." Actually, literacy and numeracy skill provide opportunity to learn more earn more about his life and the society. Therefore, education for all has been important issue till today and it is an unfinished task and global commitment. That is why national government local government regional government, NGO's and volunteer agencies have joined their hands to make is success other hand international agencies' like UNO and there are many branch such as UNESCO, UNICEF, UNDP and world bank have come forward in a very big way to abolitions illiteracy, universal elementary education and provide continuing education for out of school youth and adults.

Conference at Kuala Lumpur, 1993

In this conference particularly was held in 21st to 24th June, 1993 at Kuala Lumpur for the purpose of Economic planning in Asia and international education by the Ministry of Education pacific. This is the significant role played for the international education. It is also facing various problems for facing reviewing educational challenge of the different countries which account for nearly two third world populations and it is to be predicted to be the largest force of global economy. Although, there were achieved on consensus of educational Priorities reaffirmed their commitment of EFA. In this conference 31st country state members work that to improve learning achievements, strengthen staff support for

greater decentralization of EFA activities, improve the data basis decision on EFA, reinforcement of parental and community involvement in basic education. General Assistant Director for Education of UNESCO's Colin Power said that when the Conference biggest achievements that "I like to think that there is a near complete identity of views between professional educators and policy-maker."

The conference recommended powerful of the Asia-Pacific Programmes of EFA greater decentralization of funds to field officers, redoubled efforts to obtain extra –budgetary support, the reinforcement of education of women, minorities, refugees, the disabled and other disadvantaged groups and a more and intensives role of media. At the end of conference, there are suggestions to adopt by the UNESCO and UNESCO facilitated to international community to the give up to top priority to the education for women and girls. Finally the conference urged UNESCO to give particularly specific regions and populous countries with their higher illiterates to small island states and to the land locked newly Independent Central Asian Republics prefer and advantage of education for everyone.

Delhi Summit Conference

Nine High population Countries of the World likewise Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan was held on the 16th December, 1993 at New Delhi. Delhi Summit conference are inaugurating rightly by the contemporary President of India Dr. S.D Sharma. In this Programmed Dr. Sharma said that the main aim of EFA in turn of this Century great achievements of the mankind and culture in which says "if you are thinking one year ago, cultivate rice, if you are thinking a decade, plant trees, if you are thinking of a century, educate the people." The Prime Minister of India P. V. Narashima Rao expressed in his addressed confidently that the summit would "turnout to be a milestone in the march towards totally literate world." Actually, education means the man are free from all kinds of bondages- 'Sa Vidya Ya Vimuktaye'. In this regarded to find out clear cut emergence of internationally war against the world illiteracy.

Media and Materials for Children Learning

Childhood period is significant for intellectual as well as emotional growth. It is also of crucial importance for personality development, basically it is a period of maximum learning such as crucial for education of the child. Every child is endowed with the built-in physiological as well as neurological mechanism for learning. This mechanism is, however to be exploited fully by providing learning experiences adequately. The foundation of all values attitudes and even achievement is laid in the early years of an individual. Further, development of all kinds of intellectual, emotional social and physical is very rapid during this period and any deprivation or stimulation is most active either causing obstruction or acceleration in the growth process. Some research studies conducted in our country have shown that Indian children experience a great deal of difficulties in learning to read. Besides in various developmental task like concept formation, auditory discrimination, discrimination of norms, colour etc. our rural or tribal children are found deficient to a great extent. Language development proved to be of crucial importance for other cognitive development. Adequate provision of pictures books, story books, rhyme books, children magazine and illustration help language development are making up the deficiencies mentioned earlier. Television slide and film projectors are potential media for education and attempts are being made for production of suitable programme and materials for children. Special care has to be taken to blend enlightenment with entertainment inspiration with interest and needs with joy, so that these TV programmes, slides and films can be made really useful to children.

Education for All Global Monitoring Report

Developed by an independent team and published by UNESCO, the EFA Global Monitoring Report published from 2002–2015, aimed to sustain commitment towards Education for All. It published 12 Reports from 2002 until 2015, and was then renamed, and relaunched under a new mandate as the Global Education Monitoring (GEM) Report, UNESCO, whose principal role is to monitor progress towards the education targets in the 2030 Sustainable Development Agenda. It has been replaced by the Global Education Monitoring Report. In April 2000 more than 1,100 participants from 164 countries gathered in

Dakar, Senegal, for the World Education Forum. The participants, ranging from teachers to prime ministers, academics to policymakers, non-governmental bodies to the heads of major international organizations, adopted the 2000-word Dakar Framework for Action, Education for All: Meeting Our Collective Commitments. The Education for All Global Monitoring Report was the prime instrument to assess progress towards achieving the six 'Dakar' EFA goals to which over 160 countries committed themselves in 2000. It tracked progress, identifies policy reforms and best practice in all areas relating to EFA, draws attention to emerging challenges and promotes international cooperation in favour of education. The publication was targeted at decision-makers at the national and international level, and more broadly, at all those engaged in promoting the right to quality education – teachers, civil society groups, NGOs, researchers and the international community. Whilst the report had an annual agenda for reporting progress on each of the six EFA goals, each edition also adopted a theme, chosen because of its importance to the EFA process. As of 1 January 2016, the EFA Global Monitoring Report became the Global Education Monitoring Report (GEM Report), with a new mandate to monitor the new sustainable development goal on education (SDG 4).

The Education for All Global Monitoring Report aimed to inform education and aid policy through analysis of the challenges facing countries. While the prime audience consists of decision-makers such as ministers, policymakers, parliamentarians and education planners, other groups such as civil society, teachers, non-governmental organizations, university researchers and the media are important. The 'UNESCO Institute for Statistics (UIS)', based in Montreal, played a leading role in providing data for the report on students, teachers, school performance, adult literacy and education expenditure. The institute collects data from over 200 countries and territories, but serious limitations in data coverage make it difficult to monitor certain aspects of Education for All, from public financing to education. To improve and accelerate data collection, UIS is helping governments to strengthen their own systems and analysis capacities. The report also draws on data from national household surveys, specially commissioned studies and other sources. The report published quality-assured data, compiled so that statistics are comparable for the majority of countries, using the International Standard Classification of Education (ISCED). Not all countries use the same classification systems, however, which lead to discrepancies between national data and those published internationally. Differences also stemmed from national population estimates. To calculate several indicators, UIS uses estimates from the United Nations Population Division, which can differ from those published by individual countries. More generally, the quality assurance process entailed a time lag between the collection (and often the publication) of data by national governments and their release by UIS for use in this and other reports. Where possible, the report identified discrepancies and data gaps.

The publication was funded in the majority by multilateral and bilateral agencies, and benefited from the expertise of an international Advisory Board. During its annual meeting, the Board discussed the scope and contents of the Report underway and provides advice on its future development. Each Report was developed over a 12 to 18-month period. It drew on scholarship and expertise from governments, NGOs, bilateral and multilateral agencies, UNESCO institutes and research institutions. Research Papers commissioned for each Report are available on the website. The final version of the Report was submitted to the Director-General of UNESCO on an annual basis and considered by the High-Level Group on Education for All, comprising 24 members, including government ministers, representatives of donor organizations, UN agencies and non-governmental organizations. Its role, as stated in the Dakar Framework for Action (paragraph 19), was to sustain and accelerate the political momentum created at the World Education Forum. The Report is translated into the UN and other languages so that its messages and findings may be shared.

Migration, displacement & education: Building Bridges, not Walls

The 2019 GEM Report continues its assessment of progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda.

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This year the Report focuses on the theme of migration and displacement. It presents evidence on the implications of different types of migration and displacement for education systems but also the impact that reforming education curricula and approaches to pedagogy and teacher preparation can have on addressing the challenges and opportunities posed by migration and displacement. It gives voice to experiences in host and home communities.

With the help of case studies, it illustrates approaches which work and could be scaled up. In this way, it aims to be a tool for practitioners. It makes the case for investing in education of good quality in rural areas suffering from depopulation and in slum areas suffering from large population inflows; in countries with high rates of emigration and those with high rates of immigration; in short-term refugee emergencies and in protracted crises. Its analysis, conclusions and recommendations advance the aims of SDG 4 and its call to leave no one behind.

Conclusion

Education is the most important part of life that gives liberty from all bondages such as all kinds of evils and ignorance. It is self expression and self realization position to promote in a person. Education is a process which promotes physical social emotional intellectual and spiritual development of children. It is most essential part for the success of democracy and for improving productivity; it is bringing tremendous changes for social as well as national development. Education is an essential part of our Indian constitution in which article 45 mentioned as well as specially half of people in our Indian citizen have illiterates it is adopted national goal as well as international goal for the promoting individual excellence, national well-being and successfully democratization. Actually literacy and basic education are within together the both of individual capacity to learn critical thinking. Therefore present society is a learning society and individual is learning throughout his life from womb to tomb. UNO and there are many branch such as UNESCO, UNICEF, UNDP and world bank have come forward in a very big way to abolitions illiteracy, universal elementary education and provide continuing education for out of school youth and adults. Dr. Sharma said “ if you are thinking one year ago, cultivate rice, if you are thinking a decade, plant trees, if you are thinking of a century, educate the people.” The Prime Minister of India P. V. Narashima Rao expressed that “turnout to be a milestone in the march towards totally literate world.” Actually education means the man are free from all kinds of bondages- ‘Sa Vidya Ya Vimuktaye’.

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