

Post 2015 UN Global Development Goals; What next for Universal Primary Education?

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As the 2015 expiration date for the Millennium Development Goals (MDGs) approaches, the goal of achieving universal access to primary education (Millennium Development Goal 2) is unlikely to be realized. Globally, there is an education, learning and skills crisis. Some 60 million primary school-age children and 71 million adolescents do not attend school. Even in countries where overall enrolment is high, significant numbers of students leave school early. On average, 14 per cent of young people in the European Union reach no further than lower secondary education [1]. Among the world's 650 million children of primary school age, 130 million are not learning the basics of reading, writing and arithmetic[2]. A recent study of 28 countries found that more than one out of every three students (23 million primary school children) could not read or do basic mathematics after multiple years of schooling [3]. For the post-2015 UN Global Development Goals, I would recommend this goal be put on the agenda again, but in a more elaborative universal way. Universal access to primary education means fewer children means families, consequently, governments have more resources to spend on education per child, ensuring that more girls will receive an education[4] primary education (MDG 2) and even more so secondary education have a strong impact on young people (especially girls) in terms of development (economically, due to later marriage, fewer children, earning potential, etc.) and in lowering under-5 mortality (MDGs 4 and 5); better health (MDGs 4-6) enables children to learn (MDGs 2-3).

Global leaders have agreed that poverty has various manifestations, including lack of income and productive resources sufficient to ensure sustainable livelihoods, hunger and malnutrition, ill-health, limited or lack of access to education and other basic services, increased morbidity and mortality from illness; maternal disorders are estimated to account for a total of 16,104,000. Disability Adjusted Life Years (DALYs) lost in 2010, while neonatal disorders resulted in the loss of 201,959,000 DALYs [5]. And there are also homelessness and inadequate housing, unsafe environments, and social discrimination and exclusion. It is also characterized by a lack of participation in decision-making and in civil, social, and cultural life. Better education will always facilitate birth spacing which enables families to invest resources in each child, e.g., food and health, and it results in fewer demands on households, community and environmental resources. Ensuring women's right to control their own sexuality and reproduction gives them the option of pursuing education and employment, and thus, contribute to developmental and economic progress.

To achieve the overall goal I propose the following sub-goals: Ensure Healthy Lives: These reduce infant mortality rate, maternal mortality rate, child mortality rate and improve neonatal care. Reduce the burden of disease from HIV/AIDS, tuberculosis, malaria, neglected tropical diseases and priority non-communicable diseases Empower Girls and Women and Achieve Gender Equality-Gender-based violence is both persistent and widespread. This violence takes many different forms: rape, domestic violence, acid attacks, so-called "honor" killings. It cuts across the boundaries of age, race, culture, wealth and geography. It takes place in the home, on the streets, in schools, the workplace, in farm fields, refugee camps, during conflicts and crises. Our first target on preventing and eliminating all forms of violence against girls and women is universal. But measurement is complex. When women feel more empowered and believe justice will be done, reported incidents of violence may rise. Similarly, a woman

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who receives more years of schooling is more likely to make decisions about immunization and nutrition that will improve her child's chances in life; indeed, more schooling for girls and women between 1970 and 2009 saved the lives of 4.2 million children[6]. The promotion of SRHRs is a vital step to achieve women's equality. About 340 million people a year are infected by sexually-transmitted disease [7].

There are other variables of utmost significance like elimination of unsafe abortion; promotion healthy sexuality and reduce harmful practices; Create Jobs, Sustainable Livelihoods, and Equitable Growth; Manage Natural Resource Assets Sustainably and ensure peaceful societies children are particularly vulnerable in situations of conflict. In at least 13 countries, parties continue to recruit children into armed forces and groups, to kill or maim children, commit rape and other forms of sexual violence against children, or engage in attacks on schools and/or hospitals. Recognizing their particular vulnerability to violence, exploitation and abuse, all forms of violence against children need to be eliminated [8].

Reflections on Political Realism

Universal Primary Education: MDG 2 has increasingly been replaced on the international agenda. Ensuring healthy lives and empowerment has been recognized as a human right in and other aspects are also increasingly seen as human rights concerns. But there are personal and cultural beliefs and barriers from region to region, esp in the low and middle income countries, where enormous cultural and political opposition remain come in this MDG 2. This would be one of the challenging areas where education does not get compartmentalized in male chauvinistic societies and countries. Still we need to focus on equity, poverty reduction, human rights, gender equality and empowerment of women and girls. We also need to invite global partners, donors and implementers, and all decision makers to take a people-centered, context-specific, rights-focused approach, grounded in implementation effectiveness

and accountability, to plan for *Universal Primary Education* in the post-2015 period.

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