



EDUCATION-A KEY OF HUMAN DEVELOPMENT

Dr. Ratna Verma

Asst. Professor Dep. Of Economics
Mata Gujri Mahila Mahavidyalaya,
(Autonomous) Jabalpur, M.P. INDIA
Email: ratna.verma09@gmail.com

Abstract

The education is simple education is the most basic insurance against poverty. Education represents opportunity. At all ages, it empowers people with the knowledge, skills and confidence they need to shape a better future.

In this paper highlighted the central role of education in achieving the goals and sustaining their gains. As the UN agency leading the Education for all movement, UNESCO is determined to make education count for everyone, everywhere. Development includes the fulfillment of each person's material, spiritual and societal needs. It is defined as: "a process for enlarging people's choices. These choices primarily reflect the desire to lead a long and healthy life; acquire basic knowledge; and have an access to resources essential for a decent standard of living." Development empowers people and promotes important changes in their lives. However, development cannot take place by itself. It requires a educated, skilled and competent people. Seen from this angle, education becomes the most important factor for development as well as for empowering people. Education provides you with knowledge and information which in turn bring about desirable changes in the way you think, feel and act. Education also builds in you a strong sense of self-esteem, self-confidence. It contributes very effectively to the realisation of your potential. Therefore, education if considered as a social instrument for developing human resources and for human capital formation.

Key Words

Education, Human Resources Development.

1. Introduction

Considerable progress has been made since the world's leaders committed to achieving education for all by 2015. Within the space of a decade, the number of out-of-school children has dropped by more than 38 million and the gender gap in formal education has narrowed. Literacy rate have also increased, albeit slowly. The current global economic downturn is threatening to halt or even reverse this progress. More the ever, it is critical that we invest in the development of quality system for learning throughout life. The Universal Declaration of Human Rights holds the every child and adult is entitled to education. UNESCO is committed in supporting countries to make the right become a reality for all.

2. Poverty & Education

Poverty is one of the main reason children are being left out of school. The world's 500 richest people have combined income greater than the world's 416 million poorest people. 2.5 billion people live on less than \$2 a day, accounting for 40% of the world's population but only 5% of its income.

Less than 1% of the world's gross domestic product - \$300 billion – would lift 1 billion people out of poverty. This amount represents 1.6% of the income of the richest 10% of the world's population. Each additional year of schooling raises average annual gross domestic product (GDP) growth by 0.37%. One extra year of schooling increases an individual's earning by up to 10%. 171 million could mean the total combined populations of... Australia 20.6 mn, Cambodia 14.8 mn, Canada 33 mn, Colombia 45.3 mn, Netherland 16.6 mn, Tunisi 10.4 mn, Uganda 30.9 mn, \$16 billion a year in aid would send all children in school in low-income countries.

3. Primary Education

The second Millennium Development Goal recognizes the universal right to primary education for girls and boys alike many countries have made significant achievements towards universal primary education during the past decade. From 1999 to 2009, an additional 56 million children enrolled in primary school. Sub-Saharan Africa has increased net enrolment by almost a third, despite a large increase in the school age population South and West Asia has also made substantial progress.

However, in 2009 67 million primary school-aged children were not in school. Millions more start primary school only to drop out before completing the last grade. (According to preliminary estimates carried out by the UNESCO Institute for Statistics in June 2011) Deep-rooted inequalities linked to wealth, gender, ethnicity language and location are still a major barrier to universal primary education. There are also worrying signs the improved access to school has not been accompanied by enhanced education quality.

4. Gender-Based Education

Education is the key to addressing gender-based inequalities and exclusion. While girls and boys have the same fundamental human rights, young women generally receive less education, have fewer opportunities and enjoy less freedom than young men. Girls who live in remote rural areas or speak a minority language are often excluded from education. In 2010, 9 out of 151 elected heads of state and 11 of 192 heads of government were women. Wages, agricultural income and productivity – all critical for reducing poverty – are higher where women involved in agriculture receive better education. Education plays an important role in giving women more control over how many children they have. An extra year of female schooling reduces fertility rates by 10%.

5. Nutrition And Health

Education is associated with lower levels of child mortality and better nutrition and health. Children of mothers with secondary education or higher are twice as likely to survive beyond age 5 as those whose mothers have no education. While child mortality decreased worldwide from 77 deaths per 1,000 live births in 2000 to 71 deaths per 1,000 in 2010, each year 9.3 million children die before they reach the starting age for primary school. Approximately 1 child in 3 under the age of 5 suffers from moderate to severe stunting (178 million). By the time these children enter school; their potential for learning has been diminished due to malnourishment. Children of educated mothers are more likely to be vaccinated and less likely to be stunted because of malnourishment.

6. Protection against maternal risk

Empowerment through education is one of the strongest antidotes to maternal risk. Women with higher levels of education are more likely to delay and space out pregnancies, and to seek health care and support. Complications in pregnancy and childbirth are a leading cause of death and disability among women, claiming hundreds of thousands of lives each year. There are a disproportionately high number of unwanted pregnancies among young, unmarried girls, who often lack access to contraception. One quarter to one-half of girls in developing countries become mothers before they are 18. Education fosters access to treatment and helps combat stigma and discrimination. An estimated 33 million people were living with HIV in 2007, of whom 2 million were under (Human Development Report 2006).

Environmental shocks can be particularly damaging for education, raising the probability of children in low-income households being involved in full-time work leaving no time. Natural disasters such as droughts have had significant effects on enrolment and years in the Millennium Development Goals represent a goals partnership for development. As part of this pact, poor countries agreed to work towards achieving these goals and to do their part to ensure greater accountability to citizens and efficient use of resources. But for poor countries to achieve the first 7 goals, rich countries need to keep their end of the bargain, with increased and more effective aid, debt relief, fairer trade rules and access to just as the MDGs represent an integrated view of global development, the Education for all goals, adopted in 2000, set out a broad strategy for providing a quality education for all. In adopting these goals, the international community recognized the potential and the promise that education holds to unlock personal and human development, prosperity, democracy and social justice.

To counter the recent global economic downturn, advanced economies spent approximately \$ 10 trillion shoring up their financial systems by providing capital, loan guarantees, and lending and asset protection.

That figure represents around 30% of their combined GDP. Global aid spending on basic education stagnated at \$4.7 billion. Only \$2 billion went to the poorest countries. Worldwide military expenditure for \$1.5 trillion. Despite the financial crisis, this represents an increase of 6% in real terms compared to 2008.

The increase in aid during the same period was only 0.7% (Stockholm International Peace Research Institute) The equivalent of 0.5% of the military budget was spent on aid to basic education in 2008.

7. Conclusion

Education helps people make decision that meet the needs of the present without compromising those of future generations. Education for sustainable development is fundamental to changing values, attitudes and behaviours. The world faces sustainable such as climate change, repaid depletion of natural resources frequent natural disasters and the loss of biodiversity. Decisions and action taken today have an impact on the future. A large proportion of the world's population lives without access to safe drinking water and sanitation. There are at least 100 million slum dwellers globally.

More than 2.6 billion people still lack access to proper sanitation and 1.1 billion people have no regular access to clean water. As a result, 1.8 million children die from diarrhea each year. 443 million school days each day we lost globally due to water-related illnesses. There is no time left for education when children spend hours each day collecting water. Girls spend up to 15 hours a week obtaining water for their families and villages.

Education is the most basic insurance against poverty. Education represents opportunity. At all ages it empowers people with the Knowledge, skills and confidence they need to shape a better future.

8. Reference

- [1] Aghion, P., E. Caroli, and C. Garcia-penalosa. 1999. "Inequality and Economic Growth: The Perspective of the New Growth Theories." *Journal of Economic Literature* 37 (December):16, 15-60.
- [2] Kothari, U. & D. Hulme. 2003. *Narratives, stories and tales : Understanding poverty dynamics through life history*. Paper presented to the staying poor : Chronic poverty and Development Policy, Chronic Poverty Research Center Manchester, 2003.
- [3] Prichett, L., and L. H. Summerers. 1996 "Wealthier Is Healthier". *Journal of Human Resources* 31(4):84168.
- [4] Yeo, R. & K. Moore. 2003. Including disabled people in poverty reduction work: "Nothing about us without us world development 31, 571-590.
- [5] Zigler, E., C. Taussig, and K. Black. 1992. Early childhood Intervention: "A Promising Preventative for Juvenile Delinquency". *American Psychologist* 47(8):997-1006.