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## Achievement of millennium development goals through education

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### Abstract

The Millennium Development Goals can be achieved in large part through education. People can escape poverty with the aid of education. People who receive education are given the knowledge and abilities they need to raise their income and widen their options for employment. The cornerstone of progress is equal access to education for boys and girls. The education of women and girls is most likely to have a positive multiplier effect on advancement toward all of the MDGs than any other policy action. Youths are saved by education. There is considerable evidence linking education for women and girls to longer life expectancies for mothers and children, as well as improvements in child and family health and nutrition. Education increases the likelihood that girls and mothers will immunize their children. Their children are less likely to suffer from malnutrition. If mothers were educated, fewer mothers would pass away. One of the most effective defences against dangers associated with pregnancy is maternal education. Girls and women who are educated are better able to make informed decisions about their health. Over 500,000 lives are lost annually due to pregnancy and delivery complications, which are the greatest cause of mortality and disability among women of reproductive age. Education increases a girl's likelihood of getting prenatal care. The best defence against HIV-AIDS is education. The agent of sustainable development is education. The funding deficit for education must be filled by international cooperation.

**Keywords:** Millennium development goals, social development, education, sustainable development, global partnerships, gender equality, child mortality

### Introduction

A turning point in world collaboration in the twenty-first century was the acceptance of the Millennium Declaration! in 2000 by 189 United Nations members, 147 of whom were represented by their head of state. The Millennium Development Goals were created as a result of the Declaration, which encapsulated previously agreed upon objectives for international development. Leaders from industrialized and developing nations committed to achieving these interconnected goals by 2015 as a result of the Declaration.

The Millennium Development Goals, which are the most well-known expression of the globally recognized development objectives linked to the United Nations development agenda, are the result of multiple significant United Nations conferences held over the preceding ten years featuring conferences on population growth, social development, food, women, and sustainable development. They are the global community's quantifiable, deadline-bound goals for combating extreme poverty, hunger, and disease as well as advancing gender equality, education, and environmental sustainability. They represent fundamental human rights as well, like the right to housing, education, and good health for all. Building a global partnership for development, the eighth goal, calls for pledges in the areas of trade, technology access, debt reduction, and development aid. The international community is ramping up efforts for the final three years as the 2015 deadline for achieving the MDGs draws near. Numerous goals, such as those related to poverty reduction, water access, slum development, and gender parity in primary education, have already been achieved ahead of schedule, but there are still many obstacles to overcome.

### Goal 1: Eradicate extreme poverty and hunger

Approximately 61 million children of primary school age are not attending school, and more than one billion people continue to live in extreme poverty. Within nations and regions, progress has been uneven, and there are still significant disparities. According to the frequently referenced World Bank "There were still 1.4 billion people living in extreme poverty in 2005, down from 1.8 billion in 1990, according to the dollar-a-day worldwide

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poverty line, which was updated in 2008 to \$1.25 a day in 2005 prices. However, as China is mostly responsible for this decline, growth without China does not appear to be very promising: in fact, between 1990 and 2005, the number of people living in extreme poverty increased by around 36 million. Hunger and poverty are still pervasively high in sub-Saharan Africa and several regions of Asia. Between 1990 and 2005, there were 92 million more "51 a day poor" people in sub-Saharan Africa and 8 million more in West Asia. When other aspects of poverty, such as deprivation, social exclusion, and lack of participation, which were recognized at the 1995 World Summit for Social Development, are also taken into account, the situation with regard to poverty becomes more problematic.

Despite earlier gains, since 1995, the number of hungry people has increased, and since 2004–2006, the proportion of such individuals in the world population has increased. More than 2 billion people are micronutrient deficient, and there are still over a billion people who are starving. 120 million children were under-weight and 195 million children under the age of five were stunted. Around the world, there were 1.02 billion hungry people in 2009, the greatest number ever, up from 842 million in 1990–1992, 873 million in 2004–2006, and 873 million in 2004–2006. The worldwide financial and economic crisis, which has resulted in lower incomes and more unemployment, and the high cost of food were the main causes of this.

Education provides access to financing and employment. A person's earnings can increase by 10% after one year of education, and the average yearly GDP can increase by 0.37 percent for every additional year of education. Greater educational fairness can encourage a positive cycle of rapid poverty reduction, improved growth, and benefits for both the underprivileged and society at large. People who receive education are given the knowledge and abilities they need to raise their income and widen their options for employment. Education that is widely accessible and reaches the underprivileged, women, and marginalized groups offers hope for equally distributed economic prosperity. On the other hand, because parents cannot afford to send their children to school, poverty forces them out of school and into the workforce.

On the occasion of the International Day for the Eradication of Poverty, the UN Secretary General stated: "At a time when many nations are undergoing economic austerity, we observe this year's International Day for the Eradication of Poverty. The financing for programs to combat poverty is under jeopardy as governments strive to balance their budgets. However, now is the ideal time to give the underprivileged access to social services, financial security, respectable employment, and social safety. Only after that, and not by balancing budgets at the cost of the poor, can we create stronger and more affluent societies. The Millennium Development Goals inspired global effort that led to significant advancement. With equal numbers of girls and boys now enrolled in primary schools, we have reduced extreme poverty by half and eliminated the gender gap in early education. Clean drinking water is available to many more communities. Investments in health have prevented the loss of millions of lives.

Leaders from around the world proclaimed that eradicating poverty is a global priority at the United Nations Conference on Sustainable Development, which was held in June of this year "the biggest global problem currently facing humanity.

The UN development framework for the years following 2015 is now being created, building on the MDGs while addressing ongoing inequality issues and fresh environmental challenges. Our goal is to create a visionary framework that can encourage transformational change for the benefit of current and future generations. There is a link between widespread poverty, which has existed for far too long, and social discontent as well as dangers to peace and security. Let's invest in our shared future on this International Day by working to alleviate poverty so that those who are freed from it might change the world."

The Scaling Up Nutrition (SUN) Movement is successfully working to improve nutrition for all people worldwide. SUN is an international campaign to improve everyone's nutrition, but particularly that of women and children. Burundi and Kenya have just joined SUN, bringing the total number of nations working to improve nutrition to 30. 56 million children in these nations, or more than 25% of all stunted children worldwide, have stunted growth as a result of chronic malnutrition. The SUN Movement advocates putting into practice strategies that directly enhance nutrition, such as promoting breastfeeding or ensuring access to vital vitamins and minerals, as well as initiatives that have a broader impact on nutrition, like empowering women or enhancing farming techniques to increase the availability of nutrient-rich crops. The movement aspires to enhance efforts within nations so that all people benefit from well-run programs in order to ensure improved nutrition for everyone who is at risk. Increased, accountable, and integrated support from many different partners is encouraged. Local and international organizations are uniting their support, and 30 national governments have laid the groundwork for long-term commitments. The SUN road map has received the support of more than 100 organizations, including those from development organizations, UN civil society, the commercial sector, and academic institutes. More nations and organizations are anticipated to follow soon.

The Secretary-General's "Zero Hunger Challenge," which was introduced in June of this year, and the Scaling Up Nutrition Movement are closely related. As we work toward a future where everyone enjoys their right to food and all food systems are resilient, the Challenge encourages everyone to be audaciously ambitious. The five goals of the Challenge are to: end malnutrition in pregnancy and early childhood; ensure that everyone has access to enough food throughout the year; make all food systems sustainable; double the productivity and income of smallholders, particularly women; and achieve zero food waste or loss. The goals of the UN Secretary-General's initiative to improve women's and children's health as part of the "Every Woman Every Child" effort are being met as countries demonstrate success with Scaling up Nutrition.

## **Goal 2: Achieve universal primary education**

Although every child has the right to attend school, millions of them continue to fall behind. The pursuit of universal primary education continues to be significantly hampered by inequalities. In many developing nations, more than 40% of all out-of-school children come from the lowest 20% of households. Children from the richest 20% of households in the majority of developing nations have already completed universal primary education, while those from the poorest quintile still have a long way to go. Children from rural

areas, slums, conflict-affected or post-conflict areas, children with disabilities, and other disadvantaged children face significant barriers to receiving high-quality education. Income-based disparities overlap with wider inequities.

An entire cycle of elementary education must be completed, along with timely enrollment and progression through the system. Compared to the start of the decade, there are almost 30 million more kids attending school now. A few incredible success tales exist. Both in South and West Asia as well as sub-Saharan Africa, the number of children enrolled in primary schools has increased significantly. Three million more children in Ethiopia are enrolled in school now than there were in 2000, thanks to a large-scale programme to build rural schools and the elimination of primary school fees, a significant barrier to achieving universal primary education. However, 72 million kids are still not attending school. These kids make up about half of the population of sub-Saharan Africa. By 2015, 56 million children may still not be enrolled in school.

Millions of individuals enrolled in school drop-out or leave without acquiring even the most fundamental literacy and numeracy abilities. Additionally, there is a serious teacher shortage with pupil-to-teacher ratios of more than 40:1 in several nations. Many governments are ignoring the "education poor" and marginalized groups, such as indigenous peoples, street children, people with disabilities, and linguistic and cultural minorities. For such communities, new strategies are required; simply expanding access to traditional education is insufficient. The objective of education for all children will not be accomplished until we reach the children who are falling behind. In order to advance the Millennium Development Goal on education, United Nations Secretary General BAN Ki-moon has obtained almost US\$15 billion in commitments for a new programme. "I am encouraged and grateful for all the kind pledges made, which helps Education First move closer to accomplishing its objectives," he stated. Simple aims are what we all share. We want kids to go to primary school and move on to higher education so they can Prior to the 2015 target date for the MDGs, Education First aims to achieve a breakthrough in mobilising all partners—both traditional and new—to achieve universal primary education. The annual shortage for students who drop out of primary and lower secondary education is \$24 billion.

The MasterCard Foundation and the Western Union Foundation were among the first to firmly endorse the project. Western Union has committed to directly transferring more than \$1 billion towards global education, funding 1 million days of instruction at the rate of \$10,000 per day. A US\$500 million education project called the MasterCard Scholars Program would enable 15,000 gifted but economically underprivileged students, primarily from the African continent, to access and complete their secondary and university studies. 10 million children of primary school age were not enrolled in schools at the end of the 1990s. According to the upcoming Global Monitoring Report from UNESCO, that figure is now only 61 million.

The enrollment disparity between boys and girls has also been significantly narrowed. These are noteworthy accomplishments, largely as a result of worldwide and national will to pursue common educational goals.

### **Goal 3: Promote gender equality and empower women**

The elimination of gender inequality continues to be one of the most challenging objectives practically everywhere, with repercussions that touch on a wide range of other concerns.

Gender inequality and oppression have their roots in society attitudes, customs, and power systems. Women's representation in national parliament has only gradually increased. Even so, at the current rate, developing countries won't reach a 40 to 60% representation of female parliamentary seats for another 40 years. Although at a sluggish rate, the gender gap in primary school enrollment has decreased over the previous ten years. In developing nations, over 95 girls of primary school age were enrolled in school in 2007, compared to 91 boys in 1999. Progress in secondary education has been slower, and inequities are rising in some areas. The number of girls enrolled in secondary education in sub-Saharan Africa decreased from 82 percent in 1999 to 79 percent in 2007. Only 3 of the 171 nations for which data were available, or 14 more than in 1999, have gender parity in both primary and secondary education. Although the proportion of women in the labour market has increased, there are still large differences between the sexes in employment rates, occupational levels, and pay. Women continue to perform the majority of unpaid work, while paid employment for women has only steadily increased. Nearly two thirds of all women who work in developing nations do so as members of a family or as independent contractors, frequently in extremely precarious jobs without benefits or job security. Women have generally struggled to find quality occupations, and their percentage of waged non-agricultural employment has only slightly improved over the past ten years. For instance, the proportion of women in overall employment in the Middle East, North Africa, and South Asia is under 30%. Women's violence is still a serious global problem for humanity. Despite an increase in activities to combat violence against women, these initiatives are frequently not thorough, consistent, long-lasting, or well-coordinated.

The cornerstone of progress is equal access to education for boys and girls. The education of women and girls is most likely to have a positive multiplier effect on progress across all the MDCs than any other policy action. Education of women and girls is strongly correlated with increased earnings for women, better nutrition and health for children and families, higher school enrollment, protection from HIV infection, longer life expectancy for mothers and children, lower fertility rates, and postponed marriage, according to the evidence.

Since 2000, there have been several million more females enrolled in school, and in some nations like Bangladesh, Benin, and Nepal, girls' access to education has significantly improved. In terms of enrollment, India is getting close to gender parity. However, in many nations, there are still more boys than girls enrolled in school. Girls make up about 54% of all children around the world who are not in school. Less than 90 girls attend school for every 100 boys in 28 of these nations. Girls often face difficulties getting an education because of things like negative attitudes, the pressure of home duties, and travel time. To restore the balance, more efforts are required, including hiring more female instructors, aiding underprivileged families, and improving the climate for girls in schools. About two-thirds of the 759 million adults who are illiterate in reading and writing are female. Since 2000, this share has not changed.

### **Goal 4: Reduce child mortality**

Youths are saved by education. A girl's education significantly lowers the likelihood that her child may pass

away before turning five. When compared to having a mother with no education, having a mother with a secondary or higher education more than cuts the risk of child death in half in many nations. In Bolivia and the Philippines, having a mother with only an elementary education lowers the rate of child mortality by around one third. Education of women and girls is strongly associated with increased maternal and child life expectancy, as well as improvements in child and family health and nutrition, according to the evidence. Education increases the likelihood that girls and mothers will immunise their offspring. Their offspring are less likely to suffer from malnutrition. In Niger, a kid of a secondary-educated woman has a risk of malnutrition that is more than four times lower than that of a mother with no education. In Bangladesh and Indonesia, having a mother with a primary education lowers the incidence of stunting by 22% and by 26%, respectively.

### **Goal 5: Improve maternal health**

If they were educated, fewer mothers would pass away. According to a report released by the UN Population Fund (UNFPA), the World Health Organization (WHO), the UN Children's Fund (UNICEF), and the World Bank, the number of women dying from pregnancy and childbirth-related complications has almost halved in 20 years. However, more progress is still needed to significantly reduce maternal deaths.

According to the research "Trends in Maternal Mortality; 1990 to 2010," maternal fatalities decreased by 47% between 1990 and 2010, from more than 543,000 to 287,000. Although almost all regions have made significant progress, many, especially in sub-Saharan Africa, will fall short of the Millennium Development Goal (MDG) aim of reducing maternal mortality by 75% from 1990 to 2015.

A woman dies from pregnancy-related complications every two minutes, with the four most frequent reasons being severe postpartum bleeding, infections, high blood pressure during pregnancy, and botched abortion. Ninety-nine percent of maternal deaths take place in developing nations, and the majority of them might have been avoided with tried-and-true measures.

"The best course of action for preventing maternal mortality is to provide access to family planning services, fund medical professionals with midwifery training, and guarantee that women have access to emergency obstetric treatment in the event of problems. It has been demonstrated that these treatments both save lives and expedite the achievement of Millennium Development Goal 5 "Dr. Osotimehin remarked.

There is inequality both within and between nations and regions. Only two nations account for one-third of all maternal mortality; in 2010, over 20% of deaths (56,000) occurred in India and 14% (40,000) occurred in Nigeria. 36 of the 40 nations with the highest rates of maternal mortality in the world are located in sub-Saharan Africa.

One of the most effective defences against dangers associated with pregnancy is maternal education. Girls and women who are educated are better able to make informed decisions about their health. One of the main causes of death and disability among women of reproductive age is complications during pregnancy and childbirth. -taking more than 500,000 lives yearly. Education increases a girl's likelihood of getting prenatal care.

The most hazardous area in the world to give birth is Niger, where there is a 1 in 7 risk that the mother will die. Rich countries have the highest hazards, with probabilities of 1 in 8000 on average. Maternal mortality dropped just little, from 480 deaths per 100,000 live births in 1990 to 450 in 2005, indicating that there has been little progress in lowering maternal deaths in developing regions, where attendance at birth has increased from 53% in 1990 to 61% in 2007. The goal of 120 fatalities per 100,000 live births by 2015 cannot be met at current rate. Adequate funding for maternal health is essential as part of a larger investment in public health initiatives, especially when it comes to ensuring safe deliveries. Despite increased contraceptive use among married women and women in partnerships, unsafe abortions still accounted for one in eight maternal fatalities in 2005. However, 11% of women in underdeveloped nations (including 24% in sub-Saharan Africa) who desire to put off or quit having children don't use contraception.

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

Aishwarya Rai Bachchan, a national icon of India and a former Miss World winner, has been named the UNAIDS International Goodwill Ambassador, tasked with supporting the Organization's efforts to stop the spread of HIV infections in children.

The best defence against HIV and AIDS is education. With an estimated 6,800 new HIV infections per day, education must be the focal point of any HIV and AIDS response. Education can provide information, teach practical skills, and promote healthy attitudes and behaviours that will lower a person's risk of contracting HIV. Because they are the most effective way to reach a large number of young people in a similar way, educational institutions play a crucial role in HIV prevention initiatives. Malaria and other infections can be fought off with the support of school health, awareness, and cleanliness programs.

Although there has been progress, national education sectors still need to emphasize the crucial role they play. Women with post-primary education were five times more likely than illiterate women to be aware of HIV/AIDS, according to a study spanning 32 countries. UNAIDS has acknowledged that a critical component of successful HIV prevention is education. Education provides a significant HIV prevention strategy even in the absence of HIV-specific therapies. According to the Global Campaign for Education, primary education for all people would stop 700,000 new HIV infections annually. Girls' vulnerability is decreased by education, and the protective effects are better with each additional year of education.

Only 40% of males and 38% of females aged 15 to 24 have accurate and complete knowledge of HIV and how to prevent transmission, according to recent survey data from 64 countries. These levels fall far short of the 95% by 2010 goal set at the UNGASS (UN General Assembly Special Session on HIV/AIDS). Since schools offer a practical way to reach many young people from various social backgrounds, school-based HIV education offers a very economical approach to prevention.

### **Goal 7: Ensure environmental sustainability**

While there has been some progress toward the goal of halving the percentage of people without access to clean water, between 1990 and 2006, the percentage of people without adequate sanitation fell by only 8 percentage points.

It has turned out that the target of improving the lives of at least 100 million slum dwellers is significantly less ambitious than what is required to stop the trend of rising slum populations.

Over 98 percent of all controlled ozone depleting compounds have been successfully phased out of production and usage as a result of the Montreal Protocol on Substances that Deplete the Ozone Layer. In contrast, the rate of rise of carbon dioxide emissions increased significantly faster between 1995 and 2004 than it did between 1970 and 1994, and this tendency has not changed. Despite net deforestation rates declining, the world's forests continue to lose about 13 million hectares year, including six million hectares of primary forest. Afforestation has only partially made up for this loss. As a result, every year approximately 7 million hectares of forest cover are lost globally.

By 2010, the rate of biodiversity loss was to be reduced, but this goal was not reached. Many Governments acknowledge that the target will be missed at the national level in the most recent reports submitted to the Conference of the Parties to the Convention on Biological Diversity. According to the International Union for the Conservation of Nature, there are an estimated 17,000 plant and animal species that are in danger of going extinct. Overconsumption, habitat loss, invasive species, pollution, and climate change are some of the main dangers and causes of biodiversity loss that are still not being properly addressed.

Making decisions that suit the demands of the present without jeopardising the requirements of future generations is made easier by education. Key topics like poverty reduction, sustainable livelihoods, climate change, gender equality, corporate social responsibility, and the preservation of indigenous cultures are addressed by education for sustainable development (ESD). ESD can support sustainable living. It seeks to alter the way we feel, act, perceive the world, communicate with nature, and approach social, economic, and environmental issues. According to a recent survey, governments are beginning to realise this. National ESD coordination bodies are now present in 79 nations.

### **Goal 8: Develop global partnerships for development**

The financial gap for education must be closed by international cooperation. Only US\$2.7 billion was provided in aid for elementary education in the world's poorest nations in 2007, a far cry from the US\$16 billion required yearly to achieve development goals for education. Making education a top priority will allow developing nations to do more. Basic education may cost around \$7 billion a year more if low-income nations allocated 0.7% of their GDP to it.

### **Conclusion**

There are several ways that education could boost the MDGs' impact, especially in the areas of environmental sustainability and public health. Curriculums on hygiene, fundamental sanitation, and steps to reduce communicable diseases may aid in reducing child mortality and enhancing girls' empowerment. In the classroom, good habits can be taught and reinforced. The same is true for environmental sustainability; for instance, educational programs can be used to emphasize the necessity of conserving and not wasting water and trees. School feeding programs, like

those made popular in many nations, can actually boost dietary status. Schools can act as venues for spreading messages of gender equality and societal empowerment. This can be achieved through subject instruction, the creation of gender-sensitive learning resources, and the promotion of appropriate behaviour both within and outside of the classroom. It will be crucial to have more female head teachers since they will serve as role models. Therefore, increasing access to basic education results in gains in the other MDGs for the population as a whole.

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