1. Assess the contribution of Education in the achieving the Millennium development goals (8 marks).

All countries, rich and poor, have marginalized groups in their populations who have significantly lower incomes, lower rates of life expectancy, higher incidence of health problems, including high maternal mortality rates, and who are more poorly nourished than the rest of the population. These are precisely the groups of people who could gain most from efforts to improve their literacy and to gain other skills, and whose children could benefit most from being enrolled in schools. These population groups, however, are often the ones who have the least in terms of accessing basic education programmes, even in countries where overall access has improved. Marginalized individuals and groups not only receive fewer years of education, they also tend to receive a lower quality learning experience through having less qualified or inexperienced teachers, and attending schools with inferior infrastructure and fewer learning materials.
Because it provides knowledge and skills, encourages new behaviour and increases individual and collective empowerment, education is at the centre of social and economic development. The connections between education levels and attributes such as income, health status, and longevity are well documented across both developing and developed countries. More recently, interest has grown in the causal role of education in combating other constraints on societies' and individuals' efforts to raise living standards and improve the quality of life. The ways in which education underpins the set of MDGs is essential for considering the powerful add-on effects of education on human development.

Eradicate extreme poverty and hunger

Education is a powerful driver for poverty reduction and sustainable economic development. It empowers people with the knowledge and skills they need to increase production and income, to create and take advantage of employment opportunities and to reduce hunger and malnutrition. Social change and increased prospects for economic growth rely substantially on the expansion of quality learning opportunities for all. Greater equity in both education outcomes and school quality across all population groups will result in a more equal income distribution and reduce socioeconomic inequalities in general.

Reduce child mortality
The education of today’s children and young people can ultimately determine the behaviour and habits of tomorrow’s parents. Children of parents with at least a basic education are more likely to survive after the age of five. This is because educated parents, particularly mothers, have been shown to make better use of available health services and provide greater quality care to their children. While the effects of mothers’ education on child health vary across countries, on average, each additional year of a mother’s schooling reduces the probability of the infant mortality rate by 5% to 10%.

Improve maternal health

An estimated half a million women lose their lives each year from pregnancy and birth-related causes and for every death, another thirty women suffer severe long-term injuries. Progress towards the target of reducing the maternal mortality rate by two thirds has been minimal. Most of the deaths and injuries are linked to a lack of antenatal care during pregnancy while women who are malnourished and suffer from micronutrient deficiency face particularly higher risk. Links between maternal health and education are strong. Education delays the age at which young women give birth, particularly for younger women who are susceptible to problems in
pregnancy. Adolescent girls are up to five times more likely to die from complications in pregnancy than women in their 20s, and their babies are also at higher risk of dying.

**Ensure environmental sustainability**

Education can equip people with the knowledge, skills, values and behaviours needed for environmental sustainability. Programmes can promote a better understanding of local environments, change consumption and production patterns, and help anticipate future ecological shocks. Climate change is leading to increasingly severe and unpredictable natural disasters.

2. **Propose policies that can be used to enable developing countries achieve Education for All goals.** (7 marks)

Many of the actions required to achieve these goals are self-evident from the goals themselves. In most cases, education at all levels, but particularly basic education, will require both long-term investment and larger recurrent expenditures. At the same time, governments have to ensure the efficient and equitable use of all educational resources.

Within this overall framework, some specific actions to be considered include:

- preparation of a national action plan for education that is fully integrated into the country's broader development and poverty reduction strategies;
> inclusion of strategies for achieving gender equality in education, including means to change attitudes, values and practices;

> engagement and participation of civil society in the formulation, implementation and monitoring of these plans for education;

> use of responsive, participatory and accountable systems for implementing the plans;

> creation of a safe, healthy and inclusive educational environment that is conducive to learning;

> establishment of clearly defined levels of achievement for all;

> measures to ensure the necessary quality, status and morale of teachers, including through appropriate pay and other conditions of service;

> the use of new information and communication technologies for educational purposes;

> promotion of vocational and other job-related training that raises productivity and human and social development;

> in countries affected by conflict or instability, the inclusion in educational programmes of efforts to promote mutual understanding, tolerance and peace and to prevent conflict and violence;

> Attainment of the internationally agreed quantitative goals for education is central to the overall development agenda, but attention also has to be given to improving the quality of education.
especially in such areas as literacy, numeracy and essential life skills. Since education at all levels not only primary is increasingly necessary to provide the labour force with the skills required for employment in the contemporary global economy, lifelong learning and the use of new information technologies have become important additional educational challenges.
Reference

