

World Declaration on Education for All. Meeting basic learning needs.

The declaration introduced a very limited number of numerical targets which we are putting in the first place. Nevertheless there are other general goals that we have perceived as important. We have chosen some of them including the preamble, as you may be able to notice in the following pages.

Framework for Action to Meet Basic Learning Needs. Guidelines for implementing the World Declaration on Education for All

GOALS AND TARGETS

4. "The **ultimate goal** affirmed by **World Declaration on Education for All** is to meet the basic learning needs of all children, youth, and adults. The long-term effort to attain that goal can be maintained more effectively if **intermediate goals** are established and progress toward these goals is measured. Appropriate authorities at the national and subnational levels may establish such as well as overall national development goals and priorities."

8. "Countries may wish to set their own targets for the 1990s in terms of the following proposed dimensions:

1. "Expansion of early childhood care and developmental activities, including family and community interventions, **especially** for poor, disadvantaged and disabled children;"
2. "Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic") by the year 2000;"
3. "Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement;"
4. "Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;"



5. "Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programmes effectiveness assessed in terms of behavioural changes and impacts in health, employment and productivity;"

6. "Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communications, and social action, with effectiveness assessed in terms of behavioural change."

IN ADDITION:

Preamble

"More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- * "More than 100 million children, including at least 60 million girls, have no access to primary schooling;"
- * "More than 950 million adults, two-third of whom are women, are illiterate, and functional illiteracy is significant problem in all countries, industrialized and developing;"
- * "More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and"
- * "More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills;"

EDUCATION FOR ALL: THE PURPOSE

Article 1 * Meeting basic learning needs

1. "Every person- child, youth and adult- shall be able to benefit from educational opportunities designed to meet their learning needs. These needs comprise both essential learning tools (such literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to

be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning..."

2. "The satisfaction of these needs empowers individual in any society and confers upon them as responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems (...), and to work for international peace and solidarity in an interdependent world."

3. "Another and no less fundamental aim of education development is the transmission and enrichment of common cultural and moral values...."

4. " Basic education is more than and end in itself...."

EDUCATION FOR ALL: AN EXPANDED VISION AND A RENEWED COMMITMENT

Article 2 * Shaping the vision

1. " **To serve the basic learning needs of all requires more than a recommitment to basic education as it now exist. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building ont the best in current practices...."**

2. "...the expanded vision encompasses:
* Universalizing access and promoting equity,
* Focussing on learning;
* Broadening the means and scope of basic education;
* Enhacing the environment for learning;
* Strengthening partnerships."

3. "The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enable to acquire the education and the start needed to tap into the everexpanding pool of relevant knowledge and the new means for sharing this knowledge."

Article 3. *Universalizing access and promoting equity.

1. "**Basic education should be provided to all children, youth and adults.** To this end, basic education services of quality should be expanded, and consistent measures must be taken to reduce disparities."

2. "For basic education to be equitable, all children, youth and adults must be given opportunity to achieve and maintain an acceptable level of learning."

3. "The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their participation..."

4. " And active commitment must be made to removing educational disparities. Underserved groups- the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; should not suffer any discrimination in acces to learning opportunities."

5. " The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons...."

Article 4. * Focussing on learning acquisition.

"Whether or not expanded educational opportunities will translate into meaningful development- for an individual or for society- depends ultimately on whether people actually learn as a result of those oppourtunnities, i.e. whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completions of certifications requirements....."

Article 5. * Broadening the means and scope of basic education

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"The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessities broadening and constantly redefining the scope of basic education to include the following components:

** "Learning begins at birth..."*

** "The main delivery system for the basic education of children outside the family is primary schooling ..."*

** "The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems...."*

** "All available instruments and channels of information, communications, and social action could be used to help covey essential knowledge and inform and educate people on social issues...."*

Article 6 . * Enhacing the environment for learning

"Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education...."



Article 7. *Strengthening partnerships

"National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary...."

EDUCATION FOR ALL : THE REQUIREMENTS

Article 8. * Developing a supporting policy context

1. "Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal improvement...."

2. "Societies should also insure a strong intellectual and scientific environment for basic education...."

Article 9. * Mobilizing resources

1. "If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary...."

2. "Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocations to basic education services with the clear recognition of competing claims on national resources of which education is an important one, but not the only one...."

Article 10. * Strengthening international solidarity

1. "Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economies disparities...."

2. "Substantial and long-term increases in resources for basic education will be needed. The world community, including intergovernmental agencies and institutions, has an urgent responsibility to alleviate the constraints that prevent some countries from achieving the goal of education for all...."

3. "Basic learning needs of adults and children must be addressed wherever they exist...."

4. "All nations must also work together to resolve conflicts and strife, to end military occupations, and settled displaced populations, or to facilitate their return to their countries of origin, and ensure that their basic learning needs are met..."

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