

## “UN SDG-4 Quality Education and Vision of Earth Constitution”- A Comparative Study



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Abstract: UN was an experiment well begun, never completed. Some UN Agencies are doing exemplary work, which needs to be appreciated. Even in Education SDG-4 is very important one, well planned but has remained ineffective due to organisational and implementational factors. Way out is to mitigate these shortcomings through structural reforms in Base organisation and there needs to be a binding convenance in the form of Earth Constitution. An insight into the Earth Constitution promoted by WCPA, its vision, integrated structure and convenience in the form of World Legislative Act(s) is given specifically as related to Quality Education.

Key Words: UN , SDG, WCPA, WPU, EC, GSWP, Main Paper:

Covid-19 a devastating pandemic has changed the course of human civilisation, by impacting all aspects of human life including education. It is interesting fact that as soon as pandemic was announced schools, colleges, universities around the globe were the first to get impacted and shut. While kids stayed at home adding a load on to the working parents, teachers started worrying about their future. Many who lost their jobs moved over to other available options. Now with Covid impact subsiding, educational institutions opening up, there is a huge vacuum around. No Students, No teachers, No money to run schools, parents cannot afford children's educational expenses etc. An effort has been made in this writing as to assess effectiveness of UN SDG-4 Quality education, achievements, challenges and way forward and on

that front bring out the vision of the Constitution for the Federation of Earth (Earth Constitution) promoted by World Constitution and Parliament Association (WCPA), author being a board member of this esteemed organisation.

UN Sustainable Development Goals:

One can see the following quoted statement on the UNDP website: “The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Through the pledge to Leave No One Behind, countries have committed to fast-track progress for those furthest behind first. That is why the SDGs are designed to bring the world to several life-changing ‘zeros,’ including zero poverty, hunger, AIDS and discrimination against women and girls. Everyone is needed to reach these ambitious targets. The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context.”

Salient Features of above mission statement:

- SDG are global goals
- Adopted by UN member states
- Call to action on crucial limiting issues
- Time line by 2030
- SDGs are integrated
- No one left behind
- Fast track action
- Ambitious targets
- Use of technology

### UN Sustainable Development Goal-4 “Quality Education”

It is natural that Quality Education is one among the SDG and is listed in 4th position. That shows the global importance, while nations are not even

considering important in their fiscal budgets. Quality education has assumed utmost importance in all their plans in UN. UNESCO, the agency handling education under UN has the following information on their site: “UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The Organization is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4. The roadmap to achieve this is the Education 2030 Framework for Action (FFA).

UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality an underlying principle.

Its work encompasses educational development from pre-school to higher education and beyond. Themes include global citizenship and sustainable development, human rights and gender equality, health and HIV and AIDS, as well as technical and vocational skills development.”

**The objectives** :under this goal are-

UNDP, another agency has listed the following on their site under UN SDG-4 Quality Education”

- This goal ensures that all girls and boys complete free primary and secondary schooling by 2030.
- It also aims to provide equal access to affordable vocational training
- To eliminate gender and wealth disparities, and
- Achieve universal access to a quality higher education.
- Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.

#### **Accomplishments:**

When we look at the reported accomplishments in the field of Quality education, we find the below:

- Since 2000, there has been enormous progress in achieving the target of universal primary education.
- The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half.
- There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before.

#### **Challenges in this area are:**

- Progress has also been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies.
- In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school.
- While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions —from 52 percent in 1990, up to 78 percent in 2012 — large disparities still remain.
- Children from the poorest households are up to four times more likely to be out of school than those of the richest households.
- Disparities between rural and urban areas also remain high.

**A Review:** When we review the objectives, accomplishments, opportunities, challenges in light of current human life environment we can find the following outcomes:

- UN as a global body and all UN agencies are doing a phenomenal work.
- Their plans are good but lacks implementational effectiveness.
- Evident reason is in its own structure. UN is based on a charter consent. Charter is purely a matter of convenience and there is no covenant to bind the associates legally.
- The very statement in the objectives mention that SDGs are adopted by member states on a call to action. The seriousness of the very intent becomes questionable. These goals become akin to many resolutions adopted in conferences.
- Feature that these SDGs are integrated itself requires a serious governing system to make any progress or accomplishment. Yes, in particular

SDG-4 cannot be looked in isolation. Education is not a work and a teacher is not a worker, in the strictest sense of the term Education. It is a science and Teacher is a practicing professional.

·Gender disparities and Wealth disparities need specific separate emphasis and not to be clubbed in one line.

·Pledge “No one to be left behind” seems a little farce in the face of current system. It becomes possible only when UN moves on to be based on a Constitution for the federation of earth. Another striking feature is India, which is the second most populous country of the world after China and a strong democracy, does not find a permanent place in the decision-making body ie. UNSC.

·Charter and Veto constraints. It is even possible any member may move out of UN structure, if they are not agreeable on a crucial issue. What will happen then? Ideally in a global governance system, all constituents of the world are integral part of the decision making and the system be governed under a democratic process.

·There needs to be a UN Global Policy and Commitment of all constituents to its achievement. This would require cooperation on sharing of financial and human infrastructure. This needs to be seamless.

·Finally, in these turbulent times of food shortage, health pandemics, global terror, aggression, war mongering, stock-piling of weapons, Quality education cannot get the due attention by the powerful forces.

### **Vision as in Earth Constitution:**

Intellectuals from ancient times have been calling for cohesive global governing system. We in India called it “Vasudhaiva Kutumbakam” (World is one family). Sri Aurobindo perceived it as “World Union”. Many Intellectuals of the world tried formalising this vision by commissioning drafting of “The Constitution for the Federation of Earth” which is commonly known as “The Earth Constitution” and is promoted by World Constitution and Parliament Association (WCPA). It is a people’s movement

trying to connect with global governments for an effective solution. Thousands of people have

worked for decades and drafted this document after discussions, brain storming, questioning etc.

### **Preamble and Articles of Earth Constitution:**

The preamble of the Earth Constitution envisions the following: Turning point we are in, Interdependence of people, Abuse of Science & Technology, our obligation to Posterity, Humanity is One & Need of Democratic World Government. Most striking part of this is interdependence. World has enough resources in education field which can be shared by the constituents wherever needed, At the same it recognises the obligation to posterity, which is currently missing.

Art.1 Broad Functions-Drive the Holistic approach. These six small paragraphs cover all real governance issues and hence it can be called integrative segment.

Art. 4 gives specific powers to the world governance system. Art 4.12 Define Standards and promote the world-wide improvement in working conditions, nutrition, health, housing, human settlements, environmental conditions, education, economic security and other conditions defined under Art 13 of EC. This provision brings in the necessary binding convenue among constituents.

Art.13.4 from the Directive Principles clearly define on the education. “Free and adequate public education available to everyone, extending up to Pre-University level; equal opportunities for elementary and higher education for all persons; Equal opportunity for continued education for all persons throughout life, the right of any person or parent to choose a private educational education at any time.” This in a way removes all the hindrances in the current system, clearly defines the plan-target at each level of education.

Art 13.12 “Assure to each child the right to the full realisation of his or her potential.” Creates equal opportunities without any kind of discrimination.

### **World Legislative Acts (WLA) on Education:**

World Legislative Act #4: Act for Inaugurating a

World University System with a Graduate School of World Problems governs how education should be Universal, Primary Education. It provides for Global Schools for education and Universities for higher studies & research. The WLA-4 states “First session of the provisional World Parliament meeting in September, 1982, does hereby grant the Charter for a Graduate School of World Problems as a first part of a World University System.”

The model carried by current UN is prescriptive but Earth Constitution makes it Therapeutic by providing a practical and working models through WCPA Global Schools and World Parliament University.

A Graduate School on World Problems (GSWP) is already in place under empowerment from Earth Constitution, whose objectives are as under:

- “To prepare individuals to work on peaceful solutions to all kinds of world problems from a global and human point of view;
- To prepare competent personnel to staff the emerging and developing agencies of democratic world government, as well as personnel with a global orientation to staff corresponding agencies of national governments, and to staff transnational corporations and independent agencies, as well as to work independently;
- To prepare individuals to complete the design and implementation adequately, professionally and with vision the various departments, agencies, bureaus, etc. of the world government, as defined in the Earth Constitution;
- To prepare individuals to become competent global statesmen and stateswomen, who will be particularly well qualified to hold public office;
- To provide a central campus for studies, research, training and other activities appropriate to the above defined purposes, with schools at branch campuses later;
- To attract and assemble together both faculty and students who are qualified and committed to the studies, research, preparations and activities necessary for accomplishing the above purposes;
- To provide the library, laboratories, research and other facilities needed for a Graduate School dedicated to the above purposes;
- To assemble all current information and studies

about world problems, as well as to foster new studies and research;

- To engage consultants and visiting professors and resource persons in addition to a resident faculty;
- To provide a favourable environment for both informal and formal associations and extra-curricular activities which students and faculty dedicated to the above purposes may wish to pursue;

·To include programs for graduate students who may pursue off-campus studies and work in connection with the courses of study and preparation offered by the Graduate School;

·To arrange and schedule work and employment opportunities along with academic studies as part of the educational program of the School.

In addition to this work for establishing “World Parliament University” WPU is also under way, which will cater to the higher studies on the international front.

### **World Administration Departments:**

Beauty of the Earth Constitution has provided “all pervasive” feature by not limiting in any way, though providing a specific place. Following are the administrative departments in line with UN SDG, where education will play its role:

- 7.3.01. Disarmament and War Prevention.
- 7.3.02. Population.
- 7.3.03. Food and Agriculture.
- 7.3.04. Water Supplies and Waterways.
- 7.3.05. Health and Nutrition.
- 7.3.06. Education.
- 7.3.07. Cultural Diversity and the Arts.
- 7.3.08. Habitat and Settlements.
- 7.3.09. Environment and Ecology.
- 7.3.10. World Resources.
- 7.3.11. Oceans and Sea-beds.
- 7.3.12. Atmosphere and Space.
- 7.3.13. Energy.
- 7.3.14. Science and Technology.
- 7.3.15. Genetic Research and Engineering.
- 7.3.16. Labour and Income.
- 7.3.17. Economic and Social Development.
- 7.3.18. Commerce and Industry.
- 7.3.19. Transportation and Travel.

- 7.3.20. Multi-National Corporations.
- 7.3.21. Communications and Information.
- 7.3.22. Human Rights.
- 7.3.23. Distributive Justice.
- 7.3.24. World Service Corps.
- 7.3.25. World Territories, Capitals and Parks.
- 7.3.26. Exterior Relations.
- 7.3.27. Democratic Procedures.
- 7.3.28. Revenue.

Recent trends show that the current education system, atleast at a post-graduation level opening its sprectrum to study of international laws and the global governance structure under the UN. last year the Government Law College of Mumbai organised a conference on “World Constitution and allowed teachers and students to think and express their view. The papers presented were brought out as a compendium.

In conclusion it can be surmised that It was a great idea in 1945 to form United Nations and its agencies. Many UN agencies are doing a tremendous job, within their working constraints. Specifically, in Quality education area, the option to work has been left to constituents with assured support. This has not led to desired results, but what could have been achieved under given constraints has been achieved.

There is a very urgent need to create awareness on global governance in the minds of citizens, so that the respective national governments can set an agenda for UN Reforms. This is possible only with the active participation of academicians of the world.

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“ There is an increasing awareness of the need for some form of global government “

MIKHAIL GORBACHEV  
- Former Soviet General Secretary, Politician  
President of USSR