

**PROVIDE EDUCATION TO ALL THE EXCLUDED- OUT OF SCHOOL
FUTURE CITIZENS AND ILLITERATE ADULTS
– NEED OF THE HOUR**

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Abstract:

Education mirrors society in the sense that social change generates educational change. Education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Education should be extended to all out of school youth including street children, incarcerated children , children from minorities and disabled with the objectives of promoting equal opportunities through education. Along with the out of school youth the illiterate adults excluded from education should also be provided with basic education. Street educators/educators should actively work to provide education for all the out of school youth and illiterate adults.

Key words : *Adult Education, Illiterate, Literacy, Out Of School, Street Children*

Introduction :

Education aims at all round development of the individual. It is a fundamental human right that allows all to develop toward their potential. A lack of education has dire consequences for the child and negative consequences for the society as a whole. Education mirrors society in the sense that social change generates educational change. Education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Young people, our future citizens can energize action today and fulfill the promise of tomorrow. However, hardly we find equality in providing education to all the young. Still many children and adults are excluded from receiving education. Education should be extended to all out of school youth including street children, incarcerated children , children from minorities and disabled with the objectives

of promoting equal opportunities through education. Along with the out of school youth, the illiterate adults excluded from education should also be provided with basic education. Street educators/educators should actively work to provide education for all the out of school youth and illiterate adults.

The World Declaration on Education for All states that “An active commitment must be made to remove educational disparities. Undeserved groups [including street children] should not suffer any discrimination in access to learning opportunities”. The term ‘street children’ is usually applied to children under the age of 18, who either live or make a living on the streets. Street child is a term for a child experiencing homelessness and who primarily resides in the streets of a city (typically in a developing country). UNICEF defines a street child as, “...any girl or boy... for whom the street (in the widest sense of the word, including unoccupied dwellings, wasteland, etc.) has become his or her habitual abode and/or source of livelihood; and who is inadequately protected, supervised, or directed by responsible adults”. Street children often develop behaviors that interfere not only with their own intrapersonal and interpersonal well-being, but also negatively affect later adaptation and contribution to a healthy, productive society. They learn behaviors on the streets that inflict damage on the self; the likelihood of treating others the same way is increased. Many street children have suffered the loss of parents, come from abusive homes and/or undergone multiple traumas while on the street. Hence, Education should be extended to all the street children. More ever street children are often subject to abuse, neglect, exploitation. Street children are highly concentrated in countries with struggling economies, but are also present in developed countries. Regardless of their location, they face hardships and exploitation.

Street children are generally deprived of their right to education and have little or no access to the formal education system. The majority of them are illiterate and have either never been enrolled, or have dropped out of the formal education system, and it is difficult to secure funding for the kind of informal education which suits street children’s lives. The lack of education and educational opportunities makes street children particularly vulnerable to trafficking, child labour, sexual abuse, exposure to HIV/AIDS and other STIs, and police violence. The majority of street children in India are with little or no education. The education of street children in India is very poor and often nonexistent. These children remain one of the most overlooked and vulnerable groups of children. The slum is a cycle. Street children grow up without an education and have children who then become street children. Education is the only

way out of the slum, for a productive, independent life. Their protection and education are frequently neglected by governments, due to either inadequate legislation or obstacles related to the implementation of that legislation. But there are many Non-government organizations that employ a wide variety of strategies to address the needs and rights of street children. Attentions have been paid to provide education to street children but still we see majority of them illiterate/ lack education. For the millions of children worldwide who live in the street, education is the most effective method of reintegration into society.

In India and many other countries, there are a large number of out-of-school children including street children in it. A majority of them are girls doing babysitting and those who are wage earners and supplementing the incomes of their parents. Education should be characterized largely by the characteristics of the learners for children ought to be educated, not for the present, but for a possible improved condition of man in the future: that is, in a manner which is adopted to the idea of humanity and the whole destiny of many including all the children. Inclusion of street children in the mainstream school system and rehabilitation programmes for dropouts are there but how many are aware of it. Awareness about the right to education for all and the availability of facilities for them should be done. Skill based basic education for all the out of school youth should be developed. A separate curriculum for the out of school youth should be made which should include soft skill training, life skill education, vocational education, peace and environmental education, human rights education ,value education, general science, social studies and arithmetic , craft, etc. More ever vocational education with programme like 'earn while you learn 'which may increase more enrolment of the out of school youth. More attention should be given to Inclusion of street children in the mainstream school system and rehabilitation programmes for drop-outs .After-school educational activities, personalized educational workshops and functional literacy courses and vocational training to bridge formal and non-formal education and to facilitate street children's enrolment in the public school system should be organised. More ever apart from the street children , rest other out of school youth including incarcerated children , children from minorities and disabled all should be provided equal opportunity to receive education.

"No nation can leave its security to the police and the arm to a larger extent. National security depends upon the education of citizens, their knowledge of affairs, their character and sense of discipline and their ability to participate effectively in security measures" says Kothari commission. So "Adult education is thus the foundation on which alone free India can build up a

welfare state which will recognize the claim of both individual freedom and social security. Education is the basis of the economic and cultural development of a country. The vast masses of people living in rural India form the majority of the population of the country. If they remain illiterate, no upliftment of the country is possible. Education of the illiterate masses, especially of the elderly people is of outmost importance. Hence, we see the importance of adult education and top priority should be given to educate them. Adult Education is the education of grown up men and women who are more than 18yrs old. Education for adults mainly those who could not get any formal education in the early days of their lives". According to Bryson, "Adult education includes all activities with an educational purpose, carried on by people, in the ordinary business of life, which use only part of their energy to acquire intellectual equipment". According to Ernert Baker, "Adult education is a course to be taken up concurrently with work and the earning of living". It is to be given on part time basis. Kothari commission stated, "Adult education is to provide every adult citizen with an opportunity for the education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life". Adult education provides education to those adults who could not receive education because of certain reasons. It provides opportunity to such adults to make up their deficiency in this respect. Adult education brings a new hope for the illiterate masses who failed to get education during their school years. Through a well-defined programme of adult education, the illiterate adults can hope to take part in the day-to-day activities of their country. Adult education is needed to wider intellectual horizon of illiterate adults. Adult education is needed to make adult life a happy and joyous living.

Continuing education - Classes of people like teachers, government servants, volunteers, social education workers etc. Regular educational institution like schools, colleges, universities, libraries, museums, correspondence schools, community centre's, agriculture extension groups should provide one to one tutoring and small group sessions for adults and help in adult education. Public libraries, nonprofit organizations and school systems should administer skill based educational programs across the country for the adults. Adult education should be provided equally to all the illiterate adults whatever be the gender. Adult education should include basic literacy, human rights education, environmental education, health education, life skill education, soft skill training, computer literacy, etc. Educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge, work experience or military service that can add to the learning experience. Another

difference is that most adult education is voluntary; therefore, the participants are generally better motivated.

Literacy is a right; indeed an essential part of the right of every individual to education, as recognized in the Universal Declaration of Human Rights. It is also a means to achieving other human rights. Those who can use literacy skills to defend their legal rights have a significant advantage over those who cannot. Indeed, it is often the poorest, most socially excluded and least literate individuals (especially women) whose rights are violated by those with more power. Their inability to read, write and calculate keeps them from knowing what they are entitled to, and how to demand it. It limits their abilities to participate politically in society. It denies them a voice! A number of international declarations have indicated the importance of literacy for the youth and adults. The World Education Forum in Dakar (2000) adopted a Framework for Action aimed at expanding learning opportunities for children, youth and adults. The Education for All (EFA) goals 3 and 4 emphasize the need to provide literacy programs to youth and adults. Another important milestone is the United Nations Literacy Decade (2003 – 2012) which states:

”Literacy is at the heart of basic education for all and creating literate environments and societies is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality, and ensuring sustainable development, peace and democracy.” The aim of the Decade is to bring literacy to all, and the overall target is the UNESCO Education for All (EFA) goal of increasing literacy rates by 50% by 2015. The National Strategy for Growth and Reduction of Poverty (NSGRP) focuses on reducing income parity and to improve the capacity for survival and well-being. The NSRGP targets to achieve at least 80% of adult literacy, especially women in rural areas by 2015. This entails that strategies have to be put in place in order to reduce the current illiteracy rate (32%) by half and clear the backlog of out-of-school children and youth by 2015. Literacy is also one of the key priorities of the Education for All (EFA) agenda, and although these EFA Goals are not legally binding and enforceable, and therefore do not in themselves ensure education as a right, they are the key instrument by which the world is currently addressing the issue of literacy. However, despite the fact that governments worldwide have committed themselves politically to a 50% reduction in illiteracy by 2015, these same governments are investing scandalously little in programmes to deliver that goal. There are nearly one billion adults who cannot read and write, according to UNESCO statistics. The real figure is probably nearer to two billion and still more if innumeracy

and the actual use of these skills are taken into account. Most of these are people living in extreme poverty. Almost two thirds are women, and nearly 1 in 5 is a young person between 15 and 24. Yet these people have been abandoned in recent decades. Hence, more attention should be given to the education of all the out of school youths by providing quality need based education to them giving more emphasis on training on skills, vocational ,human rights education ,etc which would increase their enrolment and interest in receiving education and benefit the out of school youth. As far as adult education is concerned, more efforts need to be taken for providing adults with education for benefiting them and entire globe.

Conclusion :

Education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy cultural diversity and environmental awareness. Youth and adult literacy education should be priority in order to attain both the national and international development goals. It is through a literate society that sustainable development will be achieved. Therefore, this calls for high commitments in terms of financial, material and moral support from the government and civil society organizations. Education should be extended to all out of school youth including street children, incarcerated children , children from minorities and disabled with the objectives of promoting equal opportunities through education. More ever, adult education brings a new hope for the illiterate masses who failed to get education during their school years. Through a well-defined programme of adult education, the illiterate adults can hope to take part in the day-to-day activities of their country. Hence to attain total literacy , education to all the out of school youth and Adult education is needed to widen intellectual horizon of illiterate mass, and is needed to make adult life a happy and joyous living.

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