

"Extension of Human Rights to Education -2018"

The Project "Extension of Human Rights to Education - 2018" has been conceptualised as a council to the UN. Various social actors involved in the extension of human rights to education will work out different aspects of this matter with the aim of formulating a "Declaration on the Extension of Human Rights to Education" not later than **10th December 2018**, which is the **70th anniversary of the Universal Declaration of Human Rights**. The project focuses on Article 26 of the Universal Declaration of Human Rights, which is to be amended/supplemented by way of a progressive expansion.

Since the UN General Assembly of 1948 proclaimed the **Universal Declaration of Human Rights** in resolution 217(A), several international agreements, conventions and declarations have been adopted which seek to provide new ways of approaching the human right to education. On the basis of the concrete experience with these subsequent agreements, and in light of an expanded and deepened conception of education, Article 26 of the UDHR will be re-examined and reformulated by a council, participation in which is open to all the democratic forces of the world. This is the outstanding feature of the project "Extension of Human Rights to Education - 2018".

The series of articles published in **PoliTeknik** under the theme "Thoughts and Recommendations on Extending Education Rights in UN Declaration of Human Rights" since September 2015, have highlighted the global need for the project.

This series drew participation from education unions, scientists and students from **Germany, Turkey, Switzerland, United States of America, Cuba, India, Australia, Greece, Chile, Brazil, Spain, Portugal, Ireland, United Kingdom, Ghana, Uganda, South Africa, Mexico and Costa Rica**. The ideas and suggestions presented in the articles are diverse and wide-ranging. The contributors focus on the content, quality, funding, duration, implementation, target groups, and sponsors of education, engage the-



DRAFTING COMMITTEE - 1948

oretically with definitions of education, and are broadly critical of **Article 26 of the Universal Declaration of Human Rights**.

The project is designed to take on board concerns of affected and interested parties around the world, and to meet needs that are new or neglected.

Working Groups and Projects

Our project consists of the project management and along with the project managers, the **Academic Advisory Board**, work groups which are to be set up and the **coordinating center**, as given below:

1. Project management including project manager
2. Academic Advisory Board
3. Coordinating Center
4. Work groups to be set up in the countries.

In the next step, academic advisory boards and coordinating offices will be set up in various countries, as will be explained later.

Project Management,

The project management is formed by members of the "Academic Advisory Board" and the "Coordinating Center". The project managers will organize events, appoint coordinators for the coordinating office of each country, and send invitations to constitute the management of coordinating offices - mainly to institutions or individuals who are simultaneously qualified to participate in their country's Academic Advisory Board, determine the work phases of the programme in their co-

untry, represent the project, and optimize project work. An **initial meeting was held at University of Cologne, Germany on 29 October 2016** with participants from different countries and contexts.

Academic Advisory Board

This was constituted during October-November 2015. Prof. Dr. Michael Winkler will take over the management of the Academic Advisory Board. The following institutions and individuals currently form the Academic Advisory Board:

- *Institute for Education and Culture of the University of Jena (represented by Prof. Dr. Michael Winkler)*
- *Newspaper PoliTeknik/Association for All-Round Education e.V. (Represented by Zeynel Korkmaz)*
- *Interdisciplinary Research Center for Childhoods. Societies at the University of Wuppertal (Represented by Prof. Dr. Heinz Sünker)*
- *Prof. Dr. Armin Bernhard (University of Duisburg-Essen)*
- *Prof. Dr. Marlies W. Fröse (Rector of the University of Applied Sciences for Social Work, Education and Care - Dresden)*
- *Prof. Dr. Eric Mührel (Vice President of Emden University of Applied Sciences)*
- *Prof. Dr. Michele Borrelli (University of Calabria-Italy)*
- *Shri. Rampal Singh (President of All India Primary Teachers' Federation, India)*
- *Prof. Dr. Karin Lauermann (Federal Institute for Social Pe-*

dagogy - Austria)

- **Mr. Rama Kant Rai (National Convenor, National Coalition for Education - India)**
- **Dr. Benjamin Bunk (University of Erfurt)**

The expansion of the Academic Advisory Board falls within the purview of the existing Academic Advisory Board itself. The restructuring can continue until the end of 2016. **The Board itself will decide on any further/subsequent participation.**

The Coordinating Centre,

- The coordinating center is headed by the newspaper **PoliTeknik** (Represented by Zeynel Korkmaz); the employees are mainly students and academic staff of the institutes involved in the project as well as other partners.
- In addition, the coordinating offices in the participating countries are responsible for the establishment of coordinating centers (**establishment by the end of 2017, the project management will decide on future establishment**). All members of the Academic Advisory Board and the Coordinating Center are to open their national and international level networks for this purpose.
- Prepare all forms for the contractual fixing of cooperation with the coordinating offices and Academic Advisory Boards in the respective countries.
- Gathers "Ideas and Proposals for the Extension of Human Rights to Education" (proposal) from individual countries and passes them on to the Academic Advisory Board (**completion of the "proposal" until mid-2018**).
- Optimizes coordination.

In the next step, Work Groups "Coordinating Office" and "Academic Advisory Board" are to be set up in the respective countries or states with the aim of reaching a large number of individuals who wish to participate in the extension of human rights to education.

Initiation of Coordinating Centres in the various countries,

- Is responsible for setting up and directing the Academic Advisory Board of a country (**established by the end of 2017**)
- Organizes meetings for the Academic Advisory Board, for which the members of the Advisory Board provide the infrastructure of their respective institutions. The Coordinating Office will organize events in 2017 or 2018, as the case may be, with the aim of establishing a discussion and information platform to sensitize a large number of people to the project and to make the project known (**suggestions for the establishment of innovative**

platforms are welcome)

- Publishes the proposal catalog of the country and promotes it.

Academic Advisory Boards in different countries,

- It comprises of representatives of ministries of education, universities, students and student associations, education/teachers unions, NGOs and others, who decide in their respective groups about the proposal of the "Academic Advisory Board(Country)".
- Develops ideas and proposals for the extension of human rights to education (proposal catalog).
- Designates a legal expert team on the legal evaluation of the

proposal. It will consist, as far as possible, of three members who decide by simple majority on individual proposals which may not be in accordance with UDHR. If a majority is not reached, the "Academic Advisory Board(Country)" comes in play; the latter holds a vote with the participation of the legal expert team. The proposal will be submitted to the project management if there is still a lack of clarity.

- Announces the (written) proposals of individual groups on the acceptance or rejection of the "Declaration on the Extension of Human Rights to Education".

The international dimension of the design process and the universality of the declaration presuppose that every assumption is recognized as part of a transnational global agreement.

Since the project is *conceived as a council in which different social actors involved in the extension of human rights around the world can work together to develop the intersection of their respective positions*, the proponents of the declaration focus on their activities to the UN vote.

The First Partners

The Position of Participans from Brasilia, Ghana, Italy and India



Prof. Dr. Joseval dos Reis Miranda
Prof. Dr. Charliton José dos Santos Machado
Prof. Dra. Quezia Vila Flor Furtado
Prof. Dr. Aparecida de Lourdes Paes Barreto
Prof. Dra. Isabel Marinho da Costa



Prof. Dr. Lenilton Francisco de Assis
(Chefe do Departamento de Metodologia da Educação -
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Prof. Dr. Alexandre Magno Tavares da Silva
(Proje Görevlisi)
Prof. Dra. Maria Erenilza Pereira

Prof. Dr. Alexandre Magno Tavares da Silva | Universidade Federal da Paraíba – Brasilia

Expansion of Human Rights to Education:

First news about the experience in Brazil

THE AIM – The purpose of this text is to present the first steps on the contribution of Brazil to the international voluntary mobilization around the Expansion of Human Rights to Education – 2018. Initially, we would like to point out that, as of August 31, 2016, Brazilian society has experienced moments of great political, economic and social unrest. The regression in socio-political-economic conquests, the denial of conquered rights points to increasingly obscure times in education, since this public policy, alongside others in the field of health, housing, transportation, human rights, etc., have suffered not only ideological, but budgetary attacks. Indeed, as the CNTE (Brazilian

Confederation of Education Workers) affirms, "what they want is the end of public education as conceived – a place of broad thinking, which discusses not only the subjects of the school curriculum, but the very core of being Human from a social, political, economic, cultural and sexual point of view. They do not want to discuss school dropout, racial prejudice, gender violence or economic inequality. And this in no way contributes to building a strong and democratic school system."

THE FIRST STEPS – When we received the invitation to collaborate in the project to expand the human rights to education through Mr. Zeynel Korkmaz

(Chief Editor of PoliTeknik Magazine), we realized that it is an important instrument for sharing knowledge and rehearsing alternatives with several comrades and companion teachers, students, social educators in civil society organizations, militants in social movements, etc. Based on our successful experiences and the challenges we face, we can propose ideas and suggestions to extend human rights to education, especially among children, adolescents, young people and adults who face social exclusion and vulnerability.

DISCUSSION GROUPS – Based on the invitation we received and the desire to collaborate with the initiative, we built

the first steps to disseminate the project, in the form of discussion groups. As a first step we learned about the initiative through the documents sent by Prof. Dr. Eva Borst (University of Mainz) and Mr. Zeynel Korkmaz. With the basic information and the contacts by email and telephone, we started contacting potential proposers to provide information about the project. We gathered professors from the Federal University of Paraíba (State of Paraíba), Federal University of Pernambuco (State of Pernambuco), Federal University of Rio Grande do Sul (State of Rio Grande do Sul), Vale dos Sinos University (UNISINOS-Rio Grande do Sul); as well as Social Educators in socio-community



projects that work with street children. Among them we have the Living Community Education Center – COMVIVA (State of Pernambuco) Finally, we are also in contact with CNTE (Brazilian Confederation of Education Workers).

SOME PROPOSALS IN DISCUSSION

– Within these spaces it is possible to organize group discussions. We try to follow a common itinerary, with some modifications according to local needs, let us see:

- Presentation of the theme and free conversation about the impressions of the participants (Erweiterung des Menschenrechts auf Bildung). What does this expression mean for our Brazilian reality at the present juncture?;
- Reflection on Article 26 of the Universal Declaration of Human Rights, and its highlights, confronting the reality of Brazilian education, especially aimed at the most marginalized and socially excluded;
- Exhibition of the material of Politeknik Magazine, about the beginning of the movement mobilization;
- Presentation on the project from the translation of some highlights present in the project document (Erweiterung Menschenrechts auf Bildung – 2018);
- Summary presentation on the Dossier (Idee und Vorschläge für die Erweiterung Menschenrechts auf Bildung-2018), containing texts, articles and reports on the project proposal based on the reality of each country;
- In some groups after the exposition of the “d” and “e” points, we held small debates where the participants brought their collaborations from their experiences either in the University or Socio-Community Projects;
- Presentation on the assembly of the “Erweiterung des Menschenrechts auf Bildung-2018, Brazil Working Group”. Some educators were willing to participate in the working group;
- In some group discussions suggestions were given for referral and collaboration with the proposal of voluntary mobilization along with the extension of human rights to education.

Considering that each institution, group and entity of the civil organization has its work experience, we suggest that a significant way to collaborate would be for the groups to identify successful experiences within their work practices that they consider fundamental for the expansion of Human Rights to Education -2018. Some of these ideas and suggestions are as follows:

Observatory of Popular Education and Social Movements – Coord. Orlandil Lima Moreira and Severino Silva

- Organization of the Seminar of the Observatory of Popular Education and Social Movements, with the theme “Extending Human Rights to Education-2018”.
- Insert the theme of the project in the agenda of the Observatory meetings.

Study Group on Youth and Adult Education – Coord. Luis Gonsaga Gonçalves and Quezia Vila Flor

- Insert the theme of the project in the agenda of group meetings.
- To elaborate short texts on the importance of extending human rights to education based on the experiences of public school teachers.

Department of Education Methodology – Coord. Lenilton Assis and Isabel Marinho

- Insert the theme of the project in the agenda of meetings of the Department of Education Methodology, reaching 49 teachers in the area of teacher training at the UFPB / EDUCATION CENTER);
- Socialize with teachers the mobilization referrals at an international level;
- Setting up a seminar on the subject of the project with the arrival of a professor of the German academic advisory council (Wissenschaftlicher Beirat).

Living Community Education Center – Coord. Verônica Silva and Socorro Silva

- To prepare short texts about the experience of working with children, adolescents, young people and adults in situations of social vulnerability and conflict with the law and contributions to expand human rights to education.

Study Group on Critical Pedagogy and Human Rights – Coord. Alexandre Magno Tavares da Silva

- Dialogue groups with the participation of students and teachers on the theme “Erweiterung des Menschenrechts auf Bildung”.

Other groups are being contacted for the project discussion, however this can only be done from July 17, 2017 (the end of the university recess), they are:

- National Confederation of Workers in Education -CNTE
- Center for Citizenship and Human Rights (NCDH/UFPB)
- Post-Graduation Program on Human Rights (PPGDH/UFPE)
- Observatory of Social Movements (UFPE)
- Social Pedagogy and Popular Education Collective -CEPOPE (UFRGS)
- Working Group on Epistemologies of Po-

ular Knowledge and Ancestral Memories (UFPE)

MOVING FORWARD – After 70 years of the Universal Declaration of Human Rights, the legacy built in the field of Education undoubtedly still presents great challenges. Many rights were won, especially by the mobilization of educators, children, adolescents, youth and adults. In this sense, it is worth highlighting the significant role of social movements in Brazil, which for decades have provided possibilities for building a democratic society and an emancipatory and liberating education. We could not leave aside the thinker Paulo Freire (1921-1997), one of Brazilians greatest pedagogic highlights committed to a just, participatory, critical and creative society. Freire remains a great inspi-

rer in the struggle of thousands of educators, both in school and non-school spaces. It is from him the thought with which I wish to close this little text – “Only in the Fight can one wait with hope”. ■

Dear Sir,

OUR COMMITMENT AND EXPECTATION OF THE PROJECT

In this era of globalisation where knowledge is increasing at such a speed at national and international levels, the **Ghana National Association of Teachers (GNAT)**, being a citadel of Teacher Union, must constantly



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review its programmes and operations, if it is to keep with new trends and make its products relevant, particularly on the global market. It is in the light of this that we of the GNAT, would like to collaborate with Politeknik.

GNAT, as a Teacher Association or Union, recognizes education as the cornerstone of national development. Education indeed is an invaluable investment in human capital. Ghana cannot develop without ensuring and delivering the very best of education for its citizens. In the same vein, we believe that at least basic and secondary educations are fundamental human rights, which must be made available to all the citizens of Ghana. It must be compulsory, universal and reasonably affordable. The state has the primary responsibility to provide sound education for its citizens. Quality public education therefore is a must and should be pursued to its optimum best, with equal opportunity given to the rich and poor, male and female, young and old, the urban and rural dweller, as well as the physically challenged, to have it.

We believe that all aspects of educa-

tion must be emphasized, including pre-school education. It must be made an integral part of the primary system, and in essence, under government control, regulations and supervision.

We also believe that private schools should be encouraged as a complement and not a substitute for public education. Parents who want to and can afford it must have the right to send their children to the private schools

Some Activities Carried Out

- Enrolment drive and advocacy for completion of primary level education and creation of access to skill training programmes for children withdrawn from Worst Forms of Child Labour (WFCL), and feel too old to continue primary / basic education.
- Advocacy for continued social protection and social assistance services to households affected by child labour and

those at risk with the WFCL.

- Continued creation of public awareness of the causes and consequences of the WFCL and mobilisation of society to take action, to eliminate it.
- Advocacy on strengthening the legal, policy and institutions to fight against WFCL.
- Increased awareness of the need for withdrawal, rehabilitation, and integration of children in Child Labour and its attendant worst forms, within families and communities.
- Continued collaboration with governments, employers and other labour unions to fight the child labour menace.

Conclusion

We reaffirm our commitment to education as a fundamental human right and resolve to eliminating child labour and its worst forms by 2020, by continually stepping up our efforts at the national, regional, district and international

levels through advocacy, seminars, workshops and celebrations of the June 12 World Day Against Child Labour.

We therefore seek the assistance, partnership, friendship and commitment of all concerned with the survival of humanity and attainment of social cohesion, even beyond the borders of Ghana. ■

Extension of Human Rights to Education

With its project “Expansion of Human Rights towards a Human Right to Education”, the Italian research group seeks to foster and enhance the idea of international cooperation towards the goal of establishing a Human Right to Education in all countries. This project tackles the question of international acceptance of such a global right to Education: what



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- 131 million girls are not in school
- 32.4 million of primary school age
- 29.8 million of lower secondary school age
- 68.7 million of upper secondary school age
- In the world's poorest countries children are 9 times more likely to be out of primary and secondary school as children in the richest countries.

If we talk about early childhood education, the report says, pre-primary education is free and compulsory for at least one year in only 38 countries. As per UNICEF report 200 million children under the age of five are at risk of failing to reach their potential.

Making projection, the GMER reports says, “on current trends, universal primary completion will be achieved in 2014, universal lower secondary completion in 2059 and universal upper secondary completion in 2084.”

The Sustainable Development Goal 4 targets to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The important role of education as a main driver of development has been recognised by world leaders at Incheon Declaration (World Education Forum 2015).

The Education 2030 Framework for Action, which provides guidance for implementing Education 2030, was discussed at WEF 2015, and its essential elements were agreed upon in the Incheon Declaration. The Framework for Action outlines how to translate into practice, at country/national, regional and global level, the commitment made in Incheon. It aims at mobilizing all countries and partners around the Sustainable Development Goal (SDG) on education and its targets, and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure inclusive and equitable quality education and lifelong learning opportunities for all.

On the other hand, the SDGs is being criticised for having comprehensive targets and narrow indicators. The issue of accountability, issue of investment, issue of quality education full time, qualified and trained teachers are very much in discussion in global North and global South.

More importantly, in order to achieve the goal of inclusive, equitable

quality education, the National Governments will have to play very lead role. At the same time, there rising challenges of privatisation and commercialisation of education in developed and developing societies. Governments are not investing enough in education and the trend in education financing is not leading towards achievement of SDG agenda. The privatisation of education leads to marginalisation of the poor, it widens inequality even further and weakened public education system.

We must remember that nowhere in the world, the goal of universal elementary education has been achieved by private sector or companies.

For equity and inclusion, national governments will have to strengthen public education system, which is not happening unfortunately. We believe that education is a fundamental human right and a core obligation of States. As rightly said by Mr. Kishore Singh, former Special Rapporteur on the right to education (UN), privatisation negatively affects the right to education both as entitlement and as empowerment. It breeds exclusion and marginalisation, violates equality of opportunity in education. It breeds exclusion and marginalisation, violates equality of opportunity in education.

Through the PoliTeknik initiative “**Expansion of Human Right to Education**”, we, along with Teachers’ Union, Civil Society Organisations, Students Unions and Educationists, are advocating to refresh and modernize UDHR’s education declarations, in order to establish more specific goals and underlining role of State (not market) in making ‘Education for All’ a reality, which has not yet been a reality.



Prof. Dr. Michele Borrelli

Prof. Dr. Raffaele Perrelli

is its current state and how likely will it be acknowledged in the future? That is, in how far can such a Human Right to Education be found as codified in the national constitutions of countries? And, on the other hand, in how far have these codifications been actualized and implemented so far?

With particular attention to the case of Italy, it will be examined in how far the (Human) Right to Education - which is officially recognized in the Italian constitution - has been implemented and put into practice. The Italian research group assumes that, while a right to Education is recognized in the Italian constitution, it has not been fully and successfully implemented partly for economic, partly for cultural reasons.

The Italian research group argues that everything must be done to ensure

a global implementation of this right to Education in terms of a planetary right for all peoples on planet earth. ■

Expansion of Human Right to Education and SDG 4

In 2014, 263 million children, adolescents and youth were out of school (UNESCO’s GMER 2016). The Global Education Monitoring Report of 2016 has following specifics:

- 61 million are children of primary school age (6-11)
- 62 million are adolescents of lower secondary school age (12-14)
- 141 million are youth of upper secondary school age (15 to 17)

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