

# Project "Extension of Human Rights to Education" INVITATION FOR COLLABORATION

Prof. Dr. Michael Winkle

Head of the Academic Advisory Board - Project "Extension of Human Rights to Education"

Perhaps we have an opportunity. It might be a small one, but it gives hope to all societies, countries, regions, groups and communities. Above all, it gives hope to each and every individual.

This opportunity is education. Education means a range of things: teaching and learning, knowledge and skills, schools, understanding the world, understanding other people, and understanding oneself. It means the ability to work with others to shape this world; to find and develop common ground where controversy prevails. Education means recognizing the lives of others as legitimate ways of living, thereby preparing the ground for peace.

In a world marked by strife, exclusion and misery – a world that is losing its beauty of language, society, culture and nature – a lot depends on education.

This opportunity, however, exists in a world where 60 million children do not receive education, and where awareness of the worth and necessity of education, even amongst adults, is very unevenly spread.

There is a need, therefore, to rethink education more radically and consistently than before. The United Nations has laid down the right to education in the Charter of Human Rights, and declared it to be an obligation – for governments, civil societies and individuals. Its implementation has been partial, at best, and all efforts must be made to achieve its universal enforcement.

That, however, would not be enough. The world situation has become so acute that the right to education has to be significantly expanded. Education must become a global and comprehensive right – an entitlement that constitutes the core of human self-un-

derstanding. This must be jointly and universally affirmed.

This affirmation, and the practices that follow from it, must be a collective exercise – something carried out in a spirit of understanding and listening to each other.

We invite you to this exercise – an enterprise that has already begun in a variety of ways, its implications being felt across the world.

It is about initiating and establishing a common conversation, a common thought process. It is about conducting a universal and substantive deliberation that would eventually persuade the world community – the United Nations – to extend human rights to education. What would be the themes of such deliberation?

While nothing can be fixed beforehand, the nature of the task would

probably demand that at the very outset we critically assess the present state of education. In many countries and societies, education is neither sufficiently organized nor minimally guaranteed by the state. Of course, this does not mean that education provisioning is absent in these contexts or that people in these societies are indifferent to the importance of education.

The task is to identify the structural inadequacies, while at the same time supporting and strengthening the education opportunities that do indeed exist. In other countries and social contexts, education is being increasingly subordinated to the imperatives and priorities of corporations. While it is important to train people professionally so that they can find employment in corporations, education cannot be reduced to such training. The concept of education,





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therefore, needs to be constantly re-thought and expanded. This would require, in turn, the ability to look at the world critically and with a concern for social well-being.

Right at the centre of the initiative, therefore, there must be a conception of education as a world orientation. Such an orientation would not mean, of course, knowing everything about the world – something patently impossible – but would involve a concern with freedom and peace in all

countries of the world. The relationship between freedom and education, an awareness of how education can foster an awareness of freedom, would be at the heart of this world orientation. The focus would be on how knowledge can defend peace, how living peacefully is something that can be learned, and how all people have an inalienable right to live in a world without war.

Further, the extension of human rights to education must seek to en-

sure lifelong education. Vocational training and further education must be regarded as rights. Just as all people must acquire a language so that they can communicate successfully at all levels of social life, education too is a means of effectively and autonomously engaging with one's environment. Education is, therefore, both an individual and social process, and there must be safeguards ensuring its development in both these aspects.

Are all these futile hopes? Perhaps we have to agree that these goals are daunting, and that any contemporary expansion of the concept of education must embrace and enrich pre-existing ideas. But such a process of conceptual enrichment can itself be a meaningful communication for all of us.

Our initiative gives us an impetus, but the outcome itself is open. What is probably at stake, however, is the very survival of humankind, something for which we are collectively responsible.

## Project Extension of Human Rights to Education

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### Project Goal

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**” to the UN for voting. The project focuses on **Article 26** of the UN Declaration of Human Rights which is to be modified/supplemented in the sense of a progressive enlargement. The original deadline for submitting the **Declaration** to the UN was **10th December 2018, the 70th anniversary of the Universal Declaration of Human Rights**. This date is considered by management to be the time to fully develop the project, which is expected to take several years.

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 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 theoretically 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.



Prof. Dr. Vernor Muñoz

former UN Special Rapporteur. on the Right to Education

# The education we want

We have often thought that education can save the world. We say that education is key for development and we usually believe that, by bringing more and more children to school, greater opportunities will follow. That is mostly true, but not in all cases.

In the last 30 years enrollment rates have risen on all continents and there are more educated people today than ever before. However, it is also true that never before have so many educated people caused hurt and harm to countless others.

According to the Universal Declaration of Human Rights, children are not entitled to just any kind of education, but a *human rights-based* education, aimed to protect their life, their integrity and dignity, to respond to their comprehensive needs and promote gender equality, citizenship and peace.

Education can be a way to counteract all kinds of violence. However, we have seen so many times that schools can also be environments where violence is promoted, normalised and legitimised, especially gender-based violence.

Therefore, 'Education for what?' is the most important question that should be asked today.

Education should not be politically neutral; it should equip both girls and boys with the skills they need to create socially inclusive and equitable societies, providing higher chances of success in the elimination of the negative effects of gender discrimination and stereotypes in life.

The human right to education also means inclusive education, so children from different ethnic and cultural groups and children with disabilities should be prioritised in order to realise their full potential at regular schools. Segregation is always a bad word in the education language as it is in the human rights culture.

Quality and equality are the wings of a single bird, but there are certainly many different ways to fly, so education should be adapted to meet the diverse needs of students, including the need to ensure safe learning environments.

A quality education should be learner centred, supporting them to fully develop and participate in political, social and economic progress of their communities. Then Governments should ensure that Education Sector Plans are gender responsive, including by undertaking a gender review of

education sector plans in all planning cycles, and ensuring sufficient budget is allocated to act on its recommendations. This should enable governments to identify the steps necessary to achieve equal access, experience and completion of education.

From our perspective it is also crucial to ensuring democratic oversight of education, enhancing accountability, fulfilling young people's right to participate in decision-making, and improving the effectiveness of education plans, programmes and policies to meet the needs of all learners, including the most marginalised.

We think that education systems could be greatly strengthened by ensuring children, young people and members of the community including parents or guardians are able to engage in monitoring and implementation processes, including in relation to planning, budget setting and monitoring.

The existence of patriarchal traditions binds practically all social, political, economic and cultural relationships. It constitutes a huge barrier to progress in the realization of human rights and it multiplies the obstacles that prevent girls and women from assuming leadership roles and participating in decision-making processes.

That patriarchal framework has given form to educational languages, concepts and models and has had a dramatic impact on schools by validating and reproducing, from generation to generation, stereotypes, prejudices and even violent practices, sometimes even overriding the will of decision-makers.

This is why we believe that it is extremely important to empower students, parents, teachers and especially girls to play a crucial role in the reduction and elimination of the negative effects of gender socialization.

But, watch out! Gender is about men and boys too. We should work for girls and women's rights, but it is also our responsibility, as men, to build a new masculinity grounded on equality, freedom from fear and freedom to feel. And this is part of the education we want in the post 2015 development agenda.

The post-2015 education agenda should spur transformative action to deliver a quality education that are responsive and accountable to learners, parents and communities. A quality education should not be reduced to learning outcomes, but is one that promotes human rights and gender equality and provides a broad range

of life experiences and learning processes that include wider capacities for a happier world (happiness should be a basic human right!).

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Susan Hopgood

President of Education International

# Extending education rights is a matter of political will

At perhaps no other time since the right to education was enshrined in the in the 1948 United Nations declaration of Human Rights has it needed a renewed pledge in light of today's increasingly complex global reality. Although great strides have been made to increase access to education during the last 15 years, 60 million children remain out of school. In spite of education being an inalienable human right and a public good, across the world this right continues to be denied due to a combination of under-financing of education, the impacts of inequalities in accessing and completing education and above all, a lack of political commitment and will.

The right to education is being increasingly tested as we bear witness to growing inequality, continuing gender disparity, and the influx of people seeking refuge from conflicts raging across the globe. The mass migrations fleeing places like Syria and Iraq have exposed the immense challenges facing overburdened social systems both in developed and developing nations required to guarantee education.

As millions flee their homes in unliveable situations, while others face daunting obstructions to equity and equality, we need to move towards a rights-based approach to education, which relies on political will and commitment reflected through the integration of education rights in national constitutions, legislation and policies, the provision of sufficient financing and resources, an adequate regulatory and monitoring framework to ensure accountability, and the comprehensive targeting of inequalities in education.

However, the right to education goes beyond access, retention and completion in education. A rights-based approach necessitates a holistic and multidimensional understanding of education, as one that provides people with the critical knowledge, skills, values and attitudes that are needed

to question, conceptualise and solve problems that occur both locally and globally, and actively contribute to the democratic and sustainable development of societies.

Much of the inequality and lack of access that prevents the vast majority of those 60 million children from realising their right to education too often goes unnoticed. It is only when crisis strikes, however, that this right to education, or rather lack of it, moves Recognising education as a fundamental human right and a public good necessitates a rights-based approach to education within the new sustainable development agenda and framework for the next 15 years. The goal to *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"* moves education closer to that approach, but it is not enough. Rights-based must include rights to education, rights in education and rights through education, and has implications for all aspects and levels of policy-making, such as budgeting, provisioning, management, curriculum and all educational processes.

The right to education thus goes well beyond access, retention and completion, as it includes the right to an education that is "directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms". A commitment to the right to education requires measures designed to ensure that the most marginalised children and young people have access to an education of the same quality as the least marginalised.

Furthermore, the right to education is inextricably linked to teachers' rights because it requires qualified and motivated teachers who are able to work in adequate conditions, have access to appropriate tools and resources, and enjoy fair working conditions and adequate remuneration. Teachers must also be adequately trained to the right standards, exercise self-efficacy and pedagogical leadership and be given the opportunity to benefit from continuous professional development, so that they are able to deliver quality education.

These are only a few examples of why teachers' rights must be recognised and protected, including the right to decent work, and the right to freedom of association and collective bargaining.

With the UN education Sustainable Development Goal (SDG) moving education beyond a right by defining what is required for quality learning and teaching, we have collectively strengthened the right. However, the right of every child to quality education continues to be undermined by a number of challenges and threats, including: poor governance and a failure to deliver on commitments as reflected in the continued under-financing of education and in recent years through austerity measures; an increased promotion of education markets and private-sector provision and participation in education that threaten to exacerbate inequalities; and a narrow interpretation of education quality increasingly equated to measurable learning outcomes.

In too many developing countries, the growth of for-profit, fee-paying schools targeted at low-income households only further increase social inequality. This is why EI has launched a major campaign to counter the privatisation and commercialisation in and of public education in order to strengthen the argument for a rights-based approach to education.

The full achievement of the right to education implies equity. Allowing for-profit schools to fill the void where public education is absent only helps accentuate unequal educational outcomes that often reflect deeper inequalities in society that governments and international organisations must address to ensure improved access to high quality education.

Another threat to the right of education is the increasing attacks on the teaching profession itself. Policy reforms aimed at improving education, such as performance pay, increased evaluation and standardised testing, have not only led to shrinking professional space and autonomy, but have greatly contributed to high-stress learning conditions and an increase in attrition from the profession.<sup>2</sup>

Behind many of these issues to strengthen the right to education can be traced to the lack of political will and commitment to ensure sufficient funding and resources. As a human right, education should be treated as a public good and provided fee-free at the point of delivery and on a not-for-profit basis, which has been reaffirmed in the new SDGs. States have the primary responsibility to ensure that education is publicly financed from equitable and progressive tax-

ation. Universal and equitable access requires that public financing is designed to ensure that all households have access to education at all levels.

By addressing the challenge of equity and financing and learning the lessons from the implementation of the EFA goals and MDGs, and from earlier efforts to achieve global education goals are going to help strengthen the education SDG.

In order to realise the new goal, targets and indicators, it is imperative that we recognise that the right to quality education is dependent on the political commitment to finance public education systems, the provision of a broad-based curriculum, safe learning environments with adequate infrastructure, facilities and resources, and a qualified and well-supported teaching force with their right to decent work protected.

Referring back to the global economic crisis, which some have blamed on the failure of the educational system to provide skilled workers, has generally given rise to a culture of efficiency and accountability focused on the performance of the education system, and have been used to justify a number of policy measures and budget cuts that have ultimately weakened the provision of the right to education. Fast forward to today, the refugee crisis stands as a prime example of why education has been recognised as a human right. The conflicts which have led to mass migration should serve as a warning to the world of what happens when the provision to education is neglected. This situation urges governments to display political will and commitment to ensure that a rights-based approach is taken to make sure that education is a fundamental right and public good and that quality education is available for all in order to not only achieve the 2030 global agenda, but a better world.

<sup>1</sup> International Covenant on Economic, Social and Cultural Rights (ICESC), 1966, article 13. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/ICESCR.aspx>

<sup>2</sup> Macbeath, J. (2012). The Future of the Teaching Profession. Brussels: Education International. See also: Tatto, M.T. (ed.) (2009). Reforming Teaching Globally. London: Symposium for discussions on the effects of education reforms on teacher education, development and work.



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# Thoughts and Recommendations on Extending Right to Education in UN Declaration of Human Rights



Education was declared to be a human right by the United Nations through the Universal Declaration of Human Rights (UDHR) way back in 1948, but over the decades, education has moved from notion of right to being reduced to commodity, that is traded and available to those who can buy it.

The market takes care of consumers, not of citizens. Not all citizens are sought-after consumers. In the market, those who have purchasing power can buy the commodities/services while those who cannot are left marginalised.

Human rights are acquired by the very virtue of being human. When the human right to education becomes a commercial venture, the marginalised and the poor sections of society are deprived of their birthright. This further aggravates the discrimination based on gender, caste, religion, by extending it to the purchasing power of the human being.

Even after seven decades of the UDHR, approximately 53 million children in the world are deprived of elementary education, out of whom 53% are girls.

The question that arises here is whether we, as global citizens, and the elected governments of various nations have been genuinely serious in recognising the right to education as a human right? Have we tried sufficiently hard to realise the goal of Education for All?

Though in many countries the right to education has become a fundamental and justiciable right, but these efforts have been limited to school infrastructure or enrolment of children or recruiting of ad hoc teachers. There remain problem of dropouts, lack of qualified teachers, lack of conducive atmosphere, inadequate teaching and learning materials, especially in developing countries. These impediments are affecting the realisation of the human right to education. Is it sufficient to include the right to education in UDHR declarations or should we advocate for 'right to quality ed-

ucation' as a human right in the UN declaration?

After the devastating World War II, the global community dreamt of a better world and in order to realise this dream, a set of human rights was announced and adopted. Nevertheless, the persistent and increased levels of violence, of extremism, intolerance, distress migration and economic disparities, clearly show that we have not been able to make this world a better place. In such a state of affairs, education – as envisaged in the UN Declaration: "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms (Article 26, paragraph 2)" – has become more important than ever.

Now one may ask who should be primarily accountable for ensuring that no child is left behind in securing their right to education. There is consensus among champion of human rights, as also mentioned in the UDHR, that the State is responsible for the right to education of children, especially in developing societies.

In 1948, the State was regarded as a welfare state. Later on, with the emergence of the concept of liberalisation, privatisation, and globalisation, the welfare aspect of the State was bound to change. The role of market became important in every sphere of life. The rollback theory of State was propounded and the market occupied the vacuum created in different walks of life. Education was no exception to this. In the globalised, liberalised and privatised world, the education sector became a profit-making business. Private investment in education sought returns and more and more private players joined the growing business of providing education. Increased commercialisation of education led to the mushrooming of private schools which provided a very low quality of education. Neoliberal policies of the State paved the way for more private investment in education which led to differential treatment to different sections of society, based on economic capability. Is it justified to discriminate even against children on the basis of their economic background? Education must be the only human right that has to be bought from private investors!

Slogans like 'common education for

rich and poor alike' are being increasingly cast aside. Due to 'resource crunch' and inefficiency of governments in providing quality education in state-run schools, private players have latched on to more opportunities for business – shell out more for better education; get the kind of education that you pay for. It further led to stratification of society as unequal access and quality of education strengthened the rich and weakened the poor.

In 1990, the world's nations committed themselves to achieve universal primary education (UPE) and reduce illiteracy by the year 2000 at the World Conference on Education for All (EFA) in Jomtien, Thailand. As the new millennium approached, it was clear that many countries were still very far from reaching these targets, so the international community met again at the World Education Forum (WEF) in 2000 in Dakar, Senegal, and committed themselves to achieving EFA by 2015. The Dakar Framework for Action pledges to expand learning opportunities for every child, youth and adult through six key goals including early child hood care and education, provide free and compulsory primary education for all, promote learning and life skills for young people and adults, increase adult literacy by 50 %, achieving gender parity by 2005 and gender equality by 2015 and improve the quality of education.

On 21 May 2015, the Incheon Declaration was adopted at the World Education Forum 2015 (WEF 2015) by 120 ministers, heads and members of Government delegations from 160 countries and development partners including India. The Incheon Declaration reaffirms the vision of the world-wide movement for Education for All (EFA), initiated in Jomtien in 1990 and reiterated in Dakar in 2000. Countries and the global education community committed to a single, renewed education agenda that is holistic, ambitious and aspirational, and leaves no-one behind. This new education agenda, 'Education 2030' is fully captured in the Sustainable Development Goal 4 (SDG 4) and its corresponding targets which aims to, "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all". The Declaration represents a collective commitment of the education community to implement the

Education 2030 agenda. It affirms the principles of education as a public good, as a fundamental human right, as a basis for guaranteeing the realization of other rights, and inspires bold and innovative action.

On 25 September 2015, 2030 Agenda for Sustainable Development was formally adopted at the 70th United Nations General Assembly in New York City. At the gist of this new agenda lie the 17 Sustainable Development Goals (SDGs) which include SDG 4 on education that succeed the Millennium Development Goals (MDGs). The Education 2030 Framework for Action (FFA) serves as the overall guiding framework for the implementation of Education 2030 and outlines how to translate the global commitment into practice at the global, regional and national levels. It aims to support all countries to realize their own vision and ambitions for education within the framework of SDG 4 and its targets and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure equal education opportunities for all.

In the new socio-economic reality of the world, the UDHR stands in need of amendment. It should catalyse new strategies and renewed focus by the State to ensure that education becomes a fundamental human right.

The quality of education has to become an essential element of the right to education. The UDHR should recognise 'quality education' as a human right instead of simply education as a human right. For this the quality of teachers is important and this quality is directly proportional to the quality of working conditions of teachers.

As mentioned in the UDHR, "parents should have a prior right to choose the kind of education that shall be given to their children (Paragraph 3, Article 26)." At the same time, in the age of globalisation, the State should ensure that parents and community are empowered enough to have their say in the education of their children.

The private sector cannot take on the role of the State in ensuring human rights and inculcating human values in children. Unlike a private company, a democratic State is representative in



Mary Cathryn Ricker

AFT Executive Vice President

# Thoughts and Recommendations on Extending Education Rights in UN Declaration of Human Rights

As the first global call for free and compulsory education for all children, the United Nations' Universal Declaration of Human Rights is a milestone document that formalized the fundamental human right to education. There is no doubt that the UDHR has led to vast improvements in access to high-quality public education over the six decades since its ratification. However, much has changed in education since the United Nations adopted the document in 1948. Today, human rights and the right to education are attacked on a daily basis worldwide. Despite the gains that have been made, our collective human and civil rights work is far from complete. The UDHR's education declaration must be refreshed and modernized to establish more ambitious and specific goals, with specific reference to the rights of girls to education, as well as the rights of all children to early childhood education and secondary education.

Although the UDHR states that "everyone has the right to education," and makes clear that all people are entitled to every right set forth in the declaration, regardless of gender or other characteristics, many countries still have enormous gender disparities in education. Today, more than 60 million girls around the world do not attend school. In recent years, some activists, like Nobel Peace Prize recipient Malala Yousafzai, have even been attacked for defending the right of girls to be educated. And in Nigeria, Boko Haram, a terrorist group opposed to girls receiving an education, kidnapped 276 female students from an all-girls secondary school. While the UDHR provided a great starting point from which enormous strides have been made, an updated declaration is needed to better protect and

guarantee girls' right to education.

The UDHR also states that "education shall be free, at least in the elementary and fundamental stages," and that "elementary education shall be compulsory." However, the United Nations' new Sustainable Development Goals state that by 2030, all students—boys and girls—are to receive free primary and secondary education, an important improvement from the language used in the UDHR and the U.N.'s Millennium Development Goals. The UDHR should be updated to declare secondary education as a fundamental human right.

Since the UDHR's adoption in 1948, our world has become more globalized and economically liberal. These changes have allowed private, for-profit corporations to apply free-market practices to public education, treating learning as a commodity rather than a human right. In the Philippines, for example, the government has contracted with Pearson to create schools that are designed to fill niches for corporate partners in the global labor market, such as English call centers, rather than providing students with the education they deserve. Furthermore, the schools are marketed as "low cost," but enrollment fees are often too expensive for low-income families to afford. The UDHR can counter this trend by declaring all children should have access to free, high-quality secondary education.

The UDHR also should extend education rights to include early childhood education. The right to education starts at birth, so it is our obligation to advocate for universal preschool programs and to reject voucher and scholarship schemes that seek to lim-

it access to fundamental education opportunities. In Brazil, mandated preschool has brought tremendous increases in early childhood education enrollment. If the UDHR made this declaration, more children would be prepared for primary school and ready to succeed.

Currently, there are more than 60 million displaced people in the world, the highest number since World War II, and more than half are estimated to be children and youth. These vulnerable groups especially need access to free, high-quality education, including at both the early childhood and secondary education levels. An updated UDHR declaration could support groups like the Education and Science Workers' Union in Germany, which has worked to integrate refugees into its country's school systems and to campaign for a more culturally relevant curriculum.

These proposed updates to the UDHR are necessary and not without precedent. The United Nations has previously built on its successful human rights work and expanded its guiding principles. In fact, the UDHR is an evolution of the Four Freedoms—freedom of speech, freedom from fear, freedom of religion, and freedom from want—that the allies adopted during World War II as their motivation to fight together.

The principles enshrined in the UDHR have helped unions and other organizations across the world promote human rights, including access to education. In the United States, for example, the National Association for the Advancement of Colored People succeeded in reversing "separate but equal" education policies, igniting a civil rights movement based off the

fundamental freedoms stated in the UDHR. At that time, many labor activists joined the effort to ensure all students had equal access to education.

Internationally, the UDHR gave colonized African nations further legitimacy in their quests for independence from their rulers. Using the UDHR as a guide, individuals and groups were able to organize their communities and nations to ensure and protect their human rights.

It is clear that in an increasingly interconnected and economically disparate world, the education declaration set forth in the UDHR must be reviewed and refreshed to make it relevant for today. Together, we must further define the ideal of access to a free, high-quality education and recommit ourselves collectively to work toward it. Fortunately, there is no shortage of allies that can be marshaled to work together. With today's network of progressive, community-based teachers unions and domestic and international civil society organizations around the world, a more relevant education declaration will give us the latitude to deliver on the original promise of the UDHR and so much more.



nature and takes care of citizens, not consumers. This role of the state should reflect in the declaration of education as a human right. Skill development is also an important component of education, and should find a place in Article 26 of the UDHR.

Though the right to education is a universal human right, there should also be emphasis on ensuring inclusive education. The UDHR should guide the State towards paying special attention to marginalised sections of

society which include children with special needs.

The issue of governance is very important in ensuring the fundamental right to education. In the governance of school education, the role of community should be stressed. A transparent and participative governance system will lead to an accountable education system as well. For this, a decentralised and democratic education system should find its due place in the UDHR.

The role of the private sector should be supplementary to government efforts. Resources and talent from the private sector should be harnessed by the government to realise the goal of quality education for all.

The role of civil society at both the national and international level has been instrumental in advocating the right to free and compulsory education of children. In recent times, many sections of civil society have come under attack across the globe and their

role is being undermined. The UDHR should encourage efforts from civil society by affirming their role in the advocacy of education as a human right.

The aforementioned changes will help in achieving the aims of SDGs (sustainable development goals) and the UDHR will become more reflective of the changed realities of the 21st century.



All India Primary Teachers' Federation



Ram Pal Singh

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Quality Education in India – Need for



Over the period, three has been quantitative expansion of education. The number of primary and upper primary schools in the country has increased manifold. Barring a few very remote and inaccessible areas, there is a primary and upper primary school within a radius of one km and three kilometres respectively from the residence of a child. As such access to education has increased substantially. As a result, net enrolment ratio in class-I has reached 90 per cent. Eighty per cent of those who seek admission class-I complete primary education and the remaining 20% dropout on the way. Of those who complete primary education, some of them hardly acquire requisite knowledge and skills.

UNESCO Global Monitoring Report 2012-13 highlights that in India, even after completing four years of school, 90% of children from poorer households remain illiterate. And this also holds true for around 30% of kids from poorer homes despite five to six years of schooling. Besides, the report highlights that the despite phenomenal progress in increasing access, most EFA goals are likely to be missed by 2015.

What is Quality of Education?

Quality of education is difficult to define. It is open to change. Further meaning of quality is different in different contexts and from time to time. The question arises to what are the indicators of quality of education. The National University of Educational Planning and Administration has designed Education Development Index.

It highlights there are 21 indicators of quality. Of these, five relate to access, four to infrastructure facilities, five about teachers and the remaining nine are outcomes related. Most of the educational thinkers express that quality in educational programmes is best reflected in the learning achievement of students. An eminent scholar expresses that since in education shaping of the personality of an individual takes place, the quality of education should be determined by the kind of human it produces.

The increasing presence of private schools in the country has affected the concept of quality. Presently the main indicator in judging the quality is students' performance in the public examinations. The performance in examinations has become the most crucial indicator for the parents. The obvious reason for this is admission to institutions of higher learning say engineering, medical colleges, etc. depends on that. In the present day competitive Indian society, the idea of excellence rather than general excellence has become dominant. Consequently, in assessing government schools as well, learning achievement of students has become the only indicator. Further the transition from traditionalism to industrialism, the criterion of achievement has superseded other criteria.

However, aim of education is all round development of a human being. This means education should shape an individual who besides acquiring requisite knowledge and skills, internalises human and social values cherished by the Indian society. But in the present times, this aim of education is not being pursued.

Factors Contributing to Quality of Education

Conducive learning environment in government run schools is highly essential for effective learning to take place. All of you know that presently Government schools particularly primary and upper primary schools are ailing from inadequate infrastructure, shortage of teaching workforce,

non-availability of electricity connection, etc. Schools in Dalit basties are even more deficient in terms of facilities for the more vulnerable groups. Further, there is lack of equity. The weaker is the group, the more neglected is its education. Unfortunately the present system rather removing inequalities is further increasing the gap between education of children belonging to rich families and education of children from the disadvantaged groups of society.

Quality Teachers

The second most important factor contributing to quality education is quality of teachers. Presently teachers being turned out by the colleges of education both at the elementary and secondary level particularly in the private sector are turning out ill-equipped teachers. Further there are more than half a million para-teachers in the system. Of these, more than 50% are professionally untrained. The situation is eroding the quality of education in the country.

Pre-service and In-service Teacher Education Curriculum

Pre-service education curriculum is hardly suitable for preparing teachers who are preparing students for 21st Century. No training is provided to them develop requisite thinking skills in their students which is highly essential for a 21st Century citizen. Similarly in-service education of teachers is not need based. Hardly any empirical study is conducted to assess the needs of teachers in teaching at different levels and in different contexts – rural, tribal and extreme remote areas. Both these curricula need to be overhauled to render them to suit the present day needs of students as well as society.

School Curricula at Different Levels

The NCERT developed national curriculum framework in 2005. Over the years there has been explosion of knowledge both in the physical and the social sciences. The curriculum al-

so needs overhauling to prepare students suitable for 21st Century. Therefore, there should be paradigm shift in the objectives of education. Instead of teaching content and testing it, the emphasis needs to be laid on developing thinking skills among pupils.

This is a platform of joint forum of all the three teachers' organisations – AIPTE, AIFTO and AISTF. We all of us must make untiring endeavours to improve the quality of education by pressuring the government to strengthen infrastructure teaching workforce, pre-service and in-service teacher education. We should also urge our members to adhere to Code of Professional Ethics and teach their students with a sense of dedication and commitment. Teaching is a profession which needs head and heart. So teachers should use both of them in their teaching learning process.

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Thoughts and Recommendations on Extending Education Rights in the UN Declaration of Human Rights



In 2013, the NASUWT adopted a ground-breaking report, Maintaining World Class Schools<sup>1</sup>, articulating a vision of education and schools rooted in public service values and ethos.

The Report argued for future governments to commit to ensuring the centrality of public education in their plans to secure the future long-term health of our economy and our society. In essence, the Report stated that education is an essential plank of society and economy and as well as being an individual human right, education is a public good, without which no society can flourish and progress.

Key sources for the NASUWT's Report were the principles established within key international interventions and regulations relating to education. Particularly:

- The 1948 Universal Declaration of Human Rights;
- The 1966 International Covenant on Economic, Social and Cultural Rights; and
- The 1989 UN Convention on the Rights of the Child.

The Report called on all governments to commit, without equivocation, to these international standards because the NASUWT believed, and continues to believe, that they are central to the development of an understanding of what an education system is for and how education should be delivered within a national and international context. It is with this perspective that this article is written.

As the first major international treaty on human rights, and as one that is about human rights in general rather than education or children specifically, the Universal Declaration of Human Rights inevitably states the least about education.

However, because of its primary role, grounded as it is in the principle of es-

tablishing rights that all humans are entitled to no matter who they are, the importance of this document cannot be overlooked.

Article 26, the article that specifically deals with education, containing just 115 words in the English language, outlines themes that are as important today as they were in the immediate post-Second World War period.

Firstly, it establishes as a basic premise that **all** human beings have the right to education.

Therefore, the Universal Declaration of Human Rights, emphasises from the outset that education is not a mere add on or a prize to be won from the state but that it is a inalienable right, as true as the right to air and water itself.

Furthermore, in Article 26 (1) it states that education, at elementary and fundamental levels, should be free to those who use it, notwithstanding the fact that ultimately all provision from governments is paid for from taxation, emphasising the importance of the principle that a child's familial or household wealth should not affect their ability to have an access to education.

Article 26 (2) articulates what education is for, by giving life to a basic philosophy of education, and particularly emphasising that it should promote tolerance and peace and that principles of equality are at the core of the provision .

This affirmation of education as being available to all, no matter what their walk of life or background demonstrates the thinking at the time that the declaration was drafted, that the key to the provision of services was to ensure their universality, and that accessibility was a critical aspect.

The establishment of the universality of provision is critical in a context

where so many children, girls in particular, are still denied access to education. The simplicity of the message is of paramount import.

However, it is clearly the case that the declaration is basic in its intent and is no longer as applicable as it once was to the context of the modern world.

The Declaration could be seen in conjunction with the other documents as stated at the beginning of this article, as being of one piece, but there is a strong argument to suggest that there is a strong case for updating the principle declaration to take account of world as it is now.

As a consequence, an updated Declaration would do more to explicitly tease out what is meant by everyone 'having the **right** to education' and a more significant statement of how equality should be achieved rather than the current statements surrounding tolerance, understanding and friendship.

This is particularly important in relation to the current statements that 'technical and professional education should be made **generally** available' and that 'higher education should be accessible to all, equally and on merit'. There is a critical difference between giving access and developing structures that genuinely **enable** all to attend.

Additionally, an updated Declaration would have greater clarity about the importance of education at all levels, both for the individuals themselves but also for the greater good. It would, therefore, establish that there should be an aspiration, at least, for children and young people to be able to receive education, free at the point of use, at all levels, dependent on ability. It may, also, establish the importance of life-long learning, recognising that education is not just for children and young people but is essential to all within a society.

When considering the current text of Article 26(3), which promotes the notion of parental choice in education, it is clear that the choice should be genuine, open and free from marketisation or misinformation. In a context where parents can choose, all schools should be enabled to be the best that they can be, and that this should be the primary way of raising and maintaining standards, rather than a system of competition in which winners and losers are created.

Finally, an updated Declaration would establish that education is about more than just allowing access to schooling and that in order to allow for the development of the cultural and social capital that would ensure the continuation of genuine equality of access after education, provision must be made for access to libraries, museums, theatres and other experiences that means that all are able to navigate necessary cultural norms, and allow them to navigate and challenge these where needed.

Consequently, a strong case is made for the updating of the Universal Declaration of Human Rights, to take account of the issues addressed in this article. There is a question, however, about whether now would be the most prudent time to unpick the Declaration.

Given the geopolitical uncertainties of the time, and the attempts by some to increase privatisation and commercialisation in education, a revisiting of the Declaration may lead to some governments attempting to unpick what we already have, leaving behind a declaration or series of statements that are either worse than before or that are less equivocal in what states must provide.

Organisations that seek therefore to address the shortcomings of the current Declaration must therefore consider carefully before embarking on conversations about change, as the outcomes could undermine the fine principles that are currently supported on a global basis.

[1] NASUWT (2013), Maintaining World Class Schools, Birmingham, UK.



Student Representative Council  
Wits University – South Africa

# Thoughts and Recommendations on Extending Education Rights in the UN Declaration of Human Rights



Under the South African Higher Education system, the Student Representative Council is the highest representative statutory body in a university, as recognised by the Department of Higher Education. Wits University has a long standing history of strong, innovative and responsible leadership. During apartheid, the Black Student Society (BSS) at Wits University played an integral role in fighting against the apartheid regime. The BSS was a parallel body to the SRC during the apartheid regime which sought to forward the agenda of black students as the SRC of the time was seen to fail in this regard. Over time, the SRC became a more inclusive structure and is now a true reflection of what an ideal governing structure should look like. More recently, the Wits SRC has been a part of the call for Free, Quality and Decolonised Education – we consider this our current generational mission.

Fees Must Fall has become a national student movement that was initiated by the Wits SRC in October 2015 under the leadership of the then President of the Wits SRC, Shaera Kalla. Whilst it started as a small attempt to oppose an unjustifiable and exclusionary fee increment and fee system, it quickly morphed into a national movement that spread across university campuses around the country.

The movement has called on the South African government to provide

Free, Quality and Decolonised education in institutions of higher learning across the country. This call is not random but has a long history in South Africa. Moreover, it is deeply connected to our history of colonialism and apartheid. The effects of Apartheid are still prominent in all Spheres of South African society. The Higher Education Sector is no different. One of the prominent impacts of this history is that black South Africans are without the necessary means to access higher education given the deep racialized inequality that characterises South African society and as a result. For most, this inaccessibility means a return to a life of poverty and unemployment which in turn, continues the vicious cycle of poverty. It also means a replication of the same structures of inequality. In a society that is becoming more and more reliant on higher education certification, the need for access to these institutions has never been greater. This is one of the reasons why the movement for Free, Quality and Decolonised Education has become such an important one.

The United Nations Declaration of Human Rights is a fundamental international policy which decrees a wide variety of human rights in an attempt to provide adequate lives for people across the globe. Article 26 of the Declaration speaks to the right to education:

“(1) everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2) Education shall be directed to the full development of the human personality and to the strengthening of

respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace...”

The right to education has been recognised in South Africa as a fundamental human right and has been enshrined in Chapter 2, section 29 of the Constitution of the Republic of South Africa (Bill of Rights):

“(1) Everyone has the right— (a) to a basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.”

It is clear that society at large recognises the importance of education as being a cornerstone of success in our communities. Without education, human beings are unfortunately vulnerable to the vicious system in which we exist. Both of the above policies emphasise the right to basic education which has, in most societies, become insufficient as a measure of progress. In the context of South Africa, it is simply not enough to say that higher education must be accessible whilst nothing has structurally changed to make this access possible.

There are many examples of countries, where access to further education is sufficient, who have successful economies and low levels of poverty. It is unfortunate that most of these countries are from the West where resources are plentiful. For majority of people in Africa, education is a luxury which they cannot afford. Governing structures in these areas are plagued by severe maladministration and corruption. If there are policies in place that could force the hand of these governments, many of which have

signed onto the Declaration of Human Rights, we will definitely see a change in the rollout of education. There are, however, also examples of developing countries which have made access to further education sufficient. One need only look to Cuba to get one such example. Under the Castro administration, Cuba's education system was revolutionised and was made free and accessible. While education is only compulsory until a secondary level, the level of intake into tertiary institutions is far higher than in other developing countries where education has become commodified. This means an increased output of qualified people who are able to contribute to the economy.

We find ourselves in an era of vastly expanding advancements in all facets of life. Technology, Medicine, Agriculture, Engineering and the Arts are all progressing quickly but many developing countries are being left behind due to the lasting effects of colonialism, global capitalist economies which dictate a narrative of oppression and political systems which are designed to exclude the voice of the masses. The only way to remedy this is by educating our people and providing them with specialised skills to fulfil their personal potential and to contribute to reaching the potential of the country.

It is therefore necessary for the rights in Article 26 of the UN Declaration of Human Rights to include further education and training in an attempt to address the issues outlined above.



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# Thoughts and Recommendations on Extending Education Rights in the UN Declaration of Human Rights



**ABSTRACT:** Education is recognised as the bedrock for the survival and advancement of society universally, and the fulcrum around which all other rights espoused in the UN Universal Declaration on Human Rights, UDHR (1948) revolve. Thus, expanding its availability and access makes it imperative.

Although the UDHR has set the framework for promoting and protecting the right to education, the dynamics of social stratification as well as 21st century globalisation seem to challenge the Declaration's adequacy to holistically push it through. This paper is of the firm belief that there are still opportunities to tackle the three thematic themes, taking cognisance of contemporary trends and perceived threats and seeks to explore that and other related issues. We again believe the Declaration should be spread to cover pre-primary education, address the issues of privatisation and commercialisation of secondary education as well as protecting the rights of pregnant school girls to education.

## INTRODUCTION

Within the framework of the UDHR, Ghana has since independence in 1957 shown commitment to promoting the right to education by signing many of these conventions. Again, Ghana's 1992 Constitution states that basic education shall be free and compulsory. For the purpose of this paper, focus is on basic and secondary education.

One is tempted to think that the world is in danger, since the UNICEF (2016) observes that almost 70 million children across the world are prevented from going to school each day. The national net enrolment rate (NER) in primary schools in Ghana has recently been reported to be 92.0% (MoE, 2016), meaning, 8% of children of

school-going age are not in school. This means there is still room for improvement of the Declaration, as far as the right to education is concerned.

Thematically, the UDHR recognises that all human beings have the right to free and compulsory education, that education should be directed to the human personality and made to strengthen the respect for human rights and fundamental freedoms. Parents are, however, vested with the right to choose the kind of education that shall be given to their children. However, considering current trends the world over, one is again tempted to ask whether these themes are sufficient to promote and protect the rights of children to education. This, notwithstanding, we believe the world would be a better place to live in if education were guaranteed all, and the UDHR should continue to strive for this.

## We shall now proceed with the discourse, under the following

### Inclusion of Early Childhood Education (ECE)

We see pre-primary as relevant, since according to Piaget's theory of cognitive development, they provide the foundation for constructivist learning. According to the UNICEF (2012), early childhood education is critical to children in their formative stages because it contributes to the formation and shaping of their intelligence, personality and social behaviour. Unfortunately, the UDHR is silent on the right to pre-primary education (Beiter, 2005), although education is said to start at birth. We, therefore, call for the update of the Declaration to make pre-school education as an integral part of the mainstream education.

Again, Ghana's 1992 Constitution guarantees care and education in early childhood while the Education Act (2008) also requires that children start Kindergarten one at age four and primary one at age six. However, many children start school at a late age possibly due to the limited number of early childhood schools in Ghana, most of them privately owned and run. This, therefore, needs to be addressed. We are happy the 2017 budget statement promises 1171 Kindergartens in the next four years. We

urge urgent action on it!

### Insufficient Legal Basis

The UDHR indicates that elementary (basic) education should be free and compulsory. However, it is observed that many developing countries have made attempts to make basic education free but then lack the political will to empiricise it. For instance, Ghana, has had the introduction of a Free, Compulsory, Universal Basic Education (FCUBE) programme on its books since 1996, yet 8% of children are not in school (MoE, 2016). This is explained by the lack of definition and enforcement of the element of compulsory. In consequence, we call for the update of the Declaration to institute measures to ensure that pre-primary and basic education are not only made free, but also compulsory, with the compulsory clearly defined so that countries which infringe it could be sanctioned.

### Pregnant Girl Child Education

Though countries such as Zambia permit pregnant girls to be in school, in Ghana, such girls are not permitted to continue their education in their schools after delivery. They have to do it elsewhere to avoid stigmatisation. We are aware UNICEF and the Ghana Education Service are working on one such policy and urge expedite action on it. The Declaration should also be extended to cover pregnant school girls so as to guarantee all the right to education.

### Commercialisation of Secondary Education

The UDHR enjoins secondary education to be made generally available and higher education equally accessible to all. However, due to governments' inability to meet the demand for secondary education in most developing countries like Ghana, privatisation of secondary education has been seen as an alternative means of increasing access to secondary education (Belfield & Levin, 2002). These development and practice neutralise the marginally poor from accessing this right, since they lack the ability to pay the fees of such schools, and make secondary education a market commodity for the highest bidder rather than a human right.

In Ghana, whereas the private schools constitute an average of 32.0 per cent of SHSS in the country over the last five years, the proportion of their total enrolment to public schools was just 9.0 per cent (MoE, 2014). This could be attributed to their high fees, which the poor cannot afford. The Declaration should, therefore, enjoin Governments to open more secondary schools and make them free and accessible to the poor. This may help eliminate the class society and avert future clashes between the haves and have nots.

### Conceptualisation of Free Basic Education

The UDHR again stresses that education shall be free, at least the elementary and fundamental stages. However, currently, there is no universal acceptance of what constitutes free basic education. The UNESCO (2007) is of the same stand.

In Ghana, basic education covers the Pre-school, Primary, Junior and Senior High Schools. The Declaration should be extended to treat secondary education as basic education universally so as to be made a fundamental human right and open to all. By this, no section of society would feel discriminated against, marginalised or neglected.

The Declaration should therefore be extended to give proper conceptualisation of free basic education, while recognising the very many variables which go into cost (tuition, feeding, transportation, text-books, student welfare etc).

### Conclusion

Considering the rapid rate at which the world is moving, as well as the insecurity and threats posed by, among others, ignorance, diseases, religious extremism, bigotry and intolerance, it is essential that the terms of reference and stipulations of the UDHR be reviewed to take care of pressing emerging areas to ensure its continued relevance and we look forward eagerly for that.



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# New Education Policy and Right to Education in India

## The Indian context; Constitutional commitment for Elementary Education:

India being the signatory to Dakar declaration made elementary education a fundamental right by amended the Constitution (Eighty-sixth Amendment) during 2002. Act, 2002 to include Article 21A which states as under:

“21A. The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”

The enforcement of RTE Act (April 2010) came after sustained popular mobilization by a wide range of civil society organizations and networks, including teachers' unions. The Indian Constitution now provides free and compulsory education for children between the ages of 6 and 14. It aims to bring out-of-school children into the formal education system, and there is a special effort to include children from disadvantaged groups and those with disabilities. The Act also focuses on improving the quality of teaching and learning. While these measures are noteworthy, another potentially controversial measure has also been advanced – support for public private partnerships (PPPs) in the delivery of education.

**The progress of schooling system:** The implementation of constitutional amendment and Right to Education Act 2009 is still sluggish and not all the children are in the schools. The DISE (District Information on School Education) data is a surprising report which reveals that the progress of elementary education is dubious and there is something inherently wrong in the enrolment of children. The ‘Right of Children to Free and Compulsory Education Act’ seems a far dream for all the children of this country.

## Massive Number of Out of School Children!!!

Based on the 2011 Census figures, there were 233,583,108 children from age 6 to 14 in India. However, from the total enrolment figures for 2011-2012 (page 27 of the DISE 2012-13 Flash Statistics) had only 199,055,138 students in schools (“including enrolment in unrecognized schools and madrasas”). This means that over 34.5Million children covered by the RTE Act were not enrolled in school.

**Number of children disappearing from Government schools:** The DISE data 2013-14 is evident that unfortunately the enrolment in elementary schools (1 to 8) during the year 2013-14 has decreased. During the year 2012-13 there were 134,784,272 children studying in primary classes (1 to 5) which reduced to 132,428,440 children during 2013-14. Thus 2355832 children got reduced at lower primary level. Similarly at upper primary level (grade 6 to 8) there were 64926077 children during 2012-13 which increased to 66471219 during 2013-14. Hence the total number of students in elementary schools reduced from 199710349 (2012-13) to 198899659 during 2013-14. Thus the total number of students declined 810690 during the academic year 2013-14). (A very substantial number???)

**Private schools; a mushrooming business:** Despite of the fact that RTE Act makes certain norms and standards to be followed by private schools in terms of infrastructure, teachers and school governance it is hardly being followed and private schools are increasing in numbers. Also the government schools are having vacant position of teachers, poor governance and deployment of teachers in non-teaching activities results in Govt schools less attractive to parents. This is resulting in gradual increase of enrolment on private schools. As shown in (table 5)

**Un-recognized schools:** The DISE data (Flash Statistics 2013-14) shows the number of unrecognized schools. As shown in table no (5) the number of unrecognized schools is increasing despite

the provision of enforcement of RTE Act 2009 which bans the unrecognized schools. A matter of fact the unrecognized schools have not been served any notice to become adherent to RTE norms. (See table 6)

## The agony of privatization and commercialization of school system in India:

In the move of privatization of education the Ministry of Human Resource development, Government of India has issued a concept note for launching privatization of education in the name of so called “Public Private Partnership (PPP). Government is convinced that there is an urgent need for replacement of bureaucratic controls in education by professional regulations along with private-public partnership to ensure universal elementary education. Competition in tertiary and secondary education is also equally essential.

Under the move of PPP Government of India has made its intention to engage private sector in education. It mentioned in the Twelfth Five Year Plan documents; “In the Twelfth Five Year Plan, possibilities will have to be explored for involving private sector more meaningfully to achieve the objective of expansion and quality improvement”.

India is no exception to the world-wide trend of educational privatisation, the growth of private schools, and the rise in corporate involvement in public and private schools. Until the Nineties, some form of public schooling or schools run by charitable trusts and voluntary organisations were the norm. Today, India is an emerging market for global corporations like Pearson, international chains like Bridge International Academies, corporate foundations like Dell and the Bill and Melinda Gates Foundation and international consultants and venture capital firms encourage and invest in for-profit commercial ventures in the school sector especially targeted at low-income and working class communities that represents, for them, a vast untapped market.

In India, the decline of public education and the concomitant growth of private

education can be traced to three main factors. First, the meagre education budget that does not match demand. India has the largest youth demographic in the world, with half the country's population of 1.2 billion under the age of 25, but the education budget hovers at around 3.8 per cent of gross national product (GNP) (Government of India, 2016). Moreover, in 1968, the Indian state had committed to six per cent of GNP for its education budget, a target unfulfilled to this day (Tilak, 2009, 2006). A lack of political will to finance public education has legitimated the corporate sector “solution” to and involvement in education.

Second, in 1991, the Indian state launched far-reaching reforms to liberalise, deregulate, and privatise the public sector, including social sectors such as health and education (Nayyar, 2008; Venkatnarayanan, 2015). As a result, state governments, in ap and elsewhere, divested themselves from government schools, shrinking the size of the sector and adversely impacting quality. Studies show that “the government's reduced priority toward providing sufficient resources to elementary education has indirectly increased the privatization of schools at elementary level” (Venkatnarayanan, 2015). Further, these reforms opened the door to closer integration with the global economy and expanded the service sector, especially in the information technology (IT) field that has intensified the demand for English language education. Government schools are required to teach in the native language of the student, especially at the primary level.

However, in a context of changed aspirations and declining quality, government schools are perceived as an impediment to success in the new economy (Lukose, 2009; Jeffrey et al., 2008; Faust and Nagar, 2001). These economic, social and political transformations of the last two decades have led to the proliferation of private (English-medium) schools in the country. People's advocacy and pressure to fulfil international norms related to universal basic education led to the promulgation of the Right to Education (RtE) Act in 2010. However, the RtE Act permits private provision

Enrolment in Unrecognized (Figure in millions)				
Year	Primary (1-5)	Upper Primary(6-8)	Primary	
2010-11	2.08	0.56		
2011-12	3.24	0.98		
1012-13	3.81	1.09		
2013-14	3.62	1.14		

(Table 5) Private Schools ( Figures in millions)				
Year	Primary (1 to 5)	Upper (6 to 8)	Primary	Total Elementary PVT (1 to 8)
2010-11	38.24	20.88		59.11
2011-12	41.90	22.97		64.86
1012-13	44.48	25.27		69.75
2013-14	45.67	25.57		71.23

# New Education Policy and Right to Education in India

of education, albeit private providers are mandated to follow the same set of standards as laid down for public schools relating to, for instance, teacher qualifications, curricula, the teacher-pupil ratio, and prescribed norms for school facilities. In the wave of school privatisation sweeping across the country, inequalities have been exacerbated. Many different types of schools have emerged that cater to different income households.

## Our concern:

Elementary Education being the state responsibility is being shifted to private players who are running schools for profit. We believe that creation of multiple strands of schooling for the fees paying rich and the poor, would amount to allowing a certain class of

society monopolizing opportunities. This vision of equal opportunity is a universal right recognized by multiple international treaties that India is signatory to, and cannot be seen as limited by the right of adults, political or business groups.

## What should be done.

1. There should be wider involvement of people in the formation of model for the implementation of RTE.
2. There is provision for the state to enlarge the age group from 0 to 18 under 86 amendment of the constitution; there fir states should adopt sufficient measure to incorporate such group if it is needed (as it is needed in most of the states).
3. There is need of recruitment of permanent teacher with respected

- amount of remuneration, so that they could pay more interested in delivering proper education to the children.
4. Government should build more and more school at the easily accessible distance and do not let private group to perform the job what government should perform.
5. Create more and more awareness among the people to about the various provision of the act so that people could ensure the proper implementation of the act.
6. Provide financial assistance to the school management in order to make it more vibrant and well functional.
7. States government should make a state education committee with proper judicial power.
8. Stop any kind of privatization and commercialization. Do not allow any kind of PPP model in the basic educa-

tion or at the elementary education level.

9. The new education policy should be made in line with commitments of SDG 4.

10. Government should adopt various funds generating mechanism such education cess in order to generate proper fund for the implementation of RTE, rather than allowing private sector to inter into this sector.



Tamralipta Patra

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# Extension of Human Right to Education – A Challenge



Where the mind is without fear, and the head is held high  
Where knowledge is free.  
RABINDRANATH TAGORE

In this land of so much diversities in language, religion, cast, creed, flora, fauna, games, policies, etc. Where does the education actually stand? Our country has given countless numbers of policies to make sure education is getting universalized. But do they have any idea of how many people are actually aware of it? Talking about human rights, do people know what actually they are?

Education! A very simple word with a very simple meaning. But somehow, it is getting complicated day by day. Because it does not involve, learning of values, but more of seen as a money making machine. When interviewed many students in the urban area, it was sad to learn that they want to be educated, to get good jobs. They have no clue about how many people have

basic education and what all common illiterate people face. Even the schools are so turning into business hub, they are emphasising on how their students can get full marks, or crack entrance exams, instead of teaching moral values, and more importantly the meaning of education. While, taking the scenario to the rural area, minority groups, under representative groups, backward people, they have nothing to do with the right, they find no point in sending girl child to school. What they need is basic amenities like food, shelter and home. But they don't care about education. When asked they said- Padh likh ke kya hojayega? (What is the point of studying?) . It was bit shocking for me, because I thought the policies are creating an impact, but no they are not. But I don't want to ponder around the negative points, but there are many parents who still believe education can change the world, and put effort to make sure, their children are at the right track.

India, is such a country where people do work, keeping the thought, what others will think of them. So, mostly, they do something to please others, not for themselves. This has taken huge toll on private schools. Parents whose monthly income is so low that they can't afford proper meal for a day, are running behind admissions in rich private schools for their children, not because they give quality education but because the society

will question you, that you can't afford a good school for your children! And children these days don't bother about the education too. This is where our great country is leading to. But to be very frank, many NGO's have taken initiative to make sure that the true essence of education must reach to those, who are in need. The government is trying to make an effort to do the same. Somewhere, privatisation is acting like a poison and killing the education system. People are blind folded with emotion, where they fail or rather neglect to see the coming danger, which they are going to face. Many cases of child labour, early marriages are seen, but they remain unattended.

The facts and figures of suicide is increasing day by day because of not cracking engineering/medical entrance exams. This is the present scenario of this country. It is necessary and that the parents' has the right to choose the kind of education given to their children, but cannot compel to do something which they don't like. For example, it seen that parents want their kid to be a doctor, where the child has dreams to become an architect. The child where he is good at arts is being forced to take science. In this way, he /she loses interest and at the same time fall under depression. These things parents fail to observe. Considering the University education, it is solely based on the merit system and yes reservations are there too,

but somewhere in that the general people are getting knocked out of the competition. Still, there are no policies on the same. But considering inclusive education, we could see some developments at all levels. Different governing bodies in the field of education like NCERT, NCE, NUEPA, etc. are putting all efforts in order to make education universalized. This journey has started during the colonial times, like the Kothari commission, followed by National policy of education, NCF and many more, till date.

As, they days are passing by, we need to make sure that every individual of this country must be aware of the human rights. No matter from which place they belong. Massive campaigns needed to be done, where individuals have a clear idea of the articles of the UN and implement it whenever need and lead life with dignity. Schools and colleges must stop making business goals out of education, rather give students a wonderful life and make them know their purpose/importance in the future. Government, school teachers and parents must walk hand in hand, this is the time, where the actual development starts. Education must be for all and free for all at all the levels which will help students coming from very poor background to explore further. It is important to note that, education is something very serene and sacred, to taste its beauty, we must dive into it and enjoy its ambience.



## John O'Brien

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The sole teachers union in the Republic of Ireland for Primary School teachers. INTO also represents, both primary and secondary level teachers, in Northern Ireland.

# Thoughts and Recommendations on Extending Right to Education in UN Declaration of Human Rights



One could say the Universal Declaration on Human Rights was a product of the time it was written. Following the harrowing death and destruction throughout much of the world during WW11, and with memories still fresh in the minds in many populations, of the earlier conflict of WW1; it was a remarkable and very important advancement in 1948, for world politics and human society as a whole, for the decades that followed.

Article 26, established the right to education for everyone, and while it is, in fact, one of the longer articles within the Declaration, relative to many of the other articles, Education is also mentioned in the Preamble:

*“.....every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.”*

Education, therefore, along with being a right in itself, was also understood to be the principal vehicle by which the aspirations of the Declaration would be brought to life and promoted around the world. As with any human endeavour, education is the key to change and freedom.

However, almost seventy years on, the one simple question that could be posed, is whether or not we are in a global environment that is significantly different to the era within which the declaration was agreed? On many levels we now live in a more connected world, a much more technically advanced world, probably a richer world in terms of global finances. But, is there any less conflict, poverty, exclusion or denial of human rights in the

world today? And are we really dealing with improved global conditions, in relation to education both in the Global North and South, to the extent that it requires change to Article 26?

Given the geopolitical uncertainties, where the Declaration's commitment to the “promotion of universal respect for the observance of human rights and fundamental freedoms” appears to be undermined or, at least, in question on many fronts. Given the fact that the actions, necessary to fulfil the requirements of the article, are inextricably linked to the financial development of any given nation, and everyone can agree, the financial development of the world over the last seven decades has been significantly uneven to, say the least, perhaps a note of caution might be appropriate.

This not to say, that we should not discuss change, however, establishing the level of success globally in the adherence to the Article might be a more practical endeavour. For instance, within the Republic of Ireland, provision of compulsory early education, for children under 5, is a relatively recent development. Introduced under the “Early Childcare and Education Scheme”, in 2009, this Scheme is provided by private operators, outside the public education system. Only in 2016, due to public pressure, the State began to pay a capitation fee to participating playschools and daycare services. In return, they provide a pre-school service, free of charge, to all children within the qualifying age range of 3 to 5 years. Meanwhile, children can be enrolled in Primary schools from age 4 upwards.

Other aspects of the Article are still relevant today. In particular, and

again within the context of the Primary education system within the Republic of Ireland, Article 26 (3) is key to the current debate on school patronage:

“(3). Parents have a prior right to choose the kind of education that shall be given to their children”,

The fact that a significantly large percentage of the primary schools in the Republic (approximately 90%) are under the Patronage of the Catholic Church, the parental “right to choose” can be regarded, by many, as unachievable.

Contained within this argument, is the notion of diversity in all schools, and INTO has been actively involved in this debate, making submissions to the Forum on Patronage & Pluralism in the Primary Sector (June 2011), advocating the important step of establishing a parental and community demand for diversity and dealing with managing the transfer/divestment of patronage. INTO also make comment on the report of that Forum, on the Promotion of Inclusiveness in Primary Schools (Nov. 2013).

In recent newspaper articles the Human Rights Commissioner in Ireland, Emily Logan, has raised the need for more to be done to ensure schools reflect within their teaching staff “the growing diversity of pupils in their classrooms” (Irish Independent Newspapers, March 24 2017). At a time of unprecedented change in Irish society over the last 15 years, her comments have highlighted embedded imbalances in the make-up of the teaching profession in Ireland, between male and female teachers and also in terms of race and minority groups. These

observations go to the core of access to teacher training and qualification in Ireland, matters that INTO would have significant views on.

Key to the support for any sort of change, often relates to whether or not one can, with some degree of certainty, guarantee that the process of change will achieve a more progressive outcome, or one that does not, at least, confound progress in localised endeavours.

The signing of the Global Goals for Sustainable Development in September 2015 could be seen to be a complementary vehicle for change in Education globally. Applying the criteria of **Education Goal 4** as a working template and study against the current education provisions and expected outcomes, both in the Global North as well as the Global South, may provide a safer model for engagement by the teacher union movement internationally. The connectivity of Education Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, to many of the other goals, such as **Goals 3 – Good Health & Well-Being**: “Ensure healthy lives and promote well-being for all at all ages”, **Goal 5 – Gender Equality**: “Achieve gender equality and empower all women and girls” and **Goal 8 – Decent Work & Economic Growth**: “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”, along with the targets set to each Goal, ten alone for the Education Goal, should assist in scoping out the required outcomes and challenges for education in every type of economy. Global ownership of the Global Goals, could become a unifying strategy for all teachers unions.

While welcoming a timely call for debate on change to Article 26 of the Declaration of Human Rights, the appetite for change might well be tempered by the perceptions of where a society is, with regard to Education, in relation to the existing wording of the Article.



## James Tweheyo

The Uganda National Teachers Union (UNATU) General Secretary

# Thoughts and Recommendations on Extending Education Rights in UN Declaration of Human Rights

In December of 1948, the Universal Declaration of Human Rights was adopted and proclaimed by the United Nations General Assembly. In the wake of World War II and its related atrocities, the goal was to create an international standard defining the rights of all human beings. The intention was to create not only a more livable planet, but also a more stable and peaceful one. 69 years later, the world has rapidly evolved with a number of emerging issues such as terrorism, racism, gender and other inequalities, for-profit education, climate change, economic crisis, and other 21<sup>st</sup> Century challenges. It is therefore of utmost importance to review the Universal Declaration of Human Rights and assess its suitability in protecting the rights of all human beings in the current situation.

This article examines Article 26 that promotes every one's right to education and gives an insight on our thoughts as Uganda National Teachers' Union (UNATU) on how the provision can be expanded to fully consider the 21<sup>st</sup> Century Global Education challenges.

UNATU notes that though Article 26 generally promotes the right to education, it does not put into consideration the issue of quality education. This was the same challenge identified with the 2015, Education For All Goals (EFA). The goals focused on getting more learners into school without an emphasis on quality. As a result, countries devoted resources towards increasing access to education through Universal education programmes at the expense of quality. In Uganda, the Government introduced Universal Primary Education in 1997 which drastically increased school enrolment from 1 million to close to 9 million children currently. Regrettably, Government investment in the education sector was not increased to meet the additional requirements for the overwhelming numbers. This greatly compromised the quality of education.

Post 2015, the new Sustainable Development Goals (SDGs) included an education goal; (*Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*)

It is important to note that ‘Education’ is interlinked with all the other SDGs.

Each of the 17 SDG Goals has a set of targets. In each set, at least one target involves learning, training, educating or at the very least raising awareness on core sustainable development issues.

UNATU consequently proposes that similarly **quality education** as a human right, and available freely to all without discrimination in terms of gender, disability, faith, race, ethnicity, culture, socio-economic status, location and other factors be included Article 26. Furthermore, this Human Right should be expanded to protect the rights of learners with special needs and those in refugee situations. There should be no discrimination in access to quality education. Education should be provided on the basis of equality of access and opportunity to all.

UNATU understands quality education as that which provides learners with the necessary knowledge, skills, attitudes, and tools to attain their greatest potential and be able to handle the challenges currently confronting mankind. This means providing quality inputs, quality processes, quality learning and teaching environments and relevant curriculum.

In order to protect every one's right to quality education, UNATU insists that education must be **a public good, publicly funded and publically regulated**. Democratically elected governments, whether at local, regional or national levels should be the guarantors and primary providers of education systems. We condemn the neo-liberal agenda of privatization and commercialization of education which locks out learners that are unable to afford the fees charged by private school owners. Article 26 should therefore clearly indicate public authorities as the providers of education.



tion.

Access to education must also put into consideration the critical importance of educating women and girls. Research shows that gender equality and girls' education has a positive impact not only on the girls themselves, but on their families, communities and society. Article 26 should therefore emphasize the right to quality education for girls and young women. This will ensure that Governments put in place gender-sensitive policies, teaching and learning environments and special measures to ensure the security of girls and women in education institutions.

Section 2 of Article 26 attempts to define the purpose of education by stating that; **“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations and maintenance of peace.”**

Although this view on the purpose of education is holistic and challenges the narrow, instrumentalist view of education as solely teaching students to become skilled employees, UNATU is of the view that this section can be expanded further to capture the role that education must play in **promoting sustainability** and the suitability of that education to one's context.

In order to ensure sustainability, mankind must learn how to anticipate the consequences of their actions, envision a sustainable future and create the steps needed to achieve this vision. The education sector can make potentially significant contributions to sustainability in its four dimensions (*Economic, Social, Political and Environmental*).

- Economic sustainability refers to the livelihood for people, jobs and income.
- Social sustainability concerns Human Rights issues and people living together in culturally appropriate ways. Issues that concern this dimension include democratic governance, poverty reduction, crisis prevention and recovery,

environment, energy and HIV/AIDS in an effort to improve Global sustainability.

- Political sustainability places a pivotal role in political systems. Its goal is for power to be exercised fairly and democratically through political systems.
- Environmental sustainability recognizes the importance of healthy natural environments for supporting all life systems both human and non-human including air, soil, water and food. It is concerned with the conservation of natural systems to ensure that all life forms are protected in ways that do not compromise quality of life for future generations. For example, The issue of Climate change can no longer be ignored because worldwide, we are already experiencing its effects.

Article 26 should therefore clearly highlight that sustainability education must be part and parcel of every education system.

Additionally, every person has a fundamental right to an **appropriate education** which will enable that person achieve their own maximum potential and become a responsible citizen. This means that curriculum, assessment, and other education processes should put into consideration the unique challenges faced not only globally but locally as well. For example, in Uganda an appropriate education is one that would equip learners with knowledge on HIV/AIDS and how one can protect oneself, entrepreneurship since the level of youth unemployment is close to 90%, financial literacy due to our poor saving culture and other relevant skills beyond literacy and numeracy.

Finally, as a Teachers' Union we note that Article 26 is silent on who should deliver education. The importance of quality teaching for quality education cannot be underestimated. The ‘TEACHER’ is the most important ingredient to any education process. Article 26 should therefore be expanded to the effect that every person has a fundamental right to a quality education delivered by a professional teacher who is appropriately trained, qualified, supported and motivated.

**BECAUSE WE ARE, THE NATION IS**



Tamaki Terazawa

Japonya Öğretmenler Sendikası – Uluslararası İlişkiler Direktörü

# Thoughts and Recommendations on Extending Right to Education in UN Declaration of Human Rights



The current educational policies are conservative and tend to aim to grow international human resource as the other OECD countries. On the other hand, Japan Teachers' Union (JTU) believes that it is our duty to ensure quality education for all as children's rights.

JTU has struggled and achieved successes in some fields such as inclusive schools, LGBTIQ, improvement of scholarship systems and others. There still are challenges concerning the rights of education.

## 1. Threat against Japanese Constitution

From our establishment, JTU has kept slogan "Never send our children to battlefields". During the World War, Japan invaded Asian countries and educators were willing to send them to the military. We regretted it so deeply and declared we would never make the same mistake. Japanese people welcomed new Constitution which abandoned the military.

For these 70 years, Japan has kept peaceful Constitution and has not warred. But the current Prime Minister Abe eagers to have the military power and tries to amend Constitution. For that aim, the administration steamrollered conspiracy bill, national security act bill and others so that Japan could be ready for fighting abroad.

This situation threatens foundation as a nation and JTU fears it would affect the rights of education. JTU shares the threat with community to stop its amendment for peace in Asia and the world.

## 2. Education Reform from Educators and Privatization/Commercialization of Education

JTU aims to reform education by reflecting educators' voices and the ide-

as and contents of Convention on the Rights of the Child, and sets November as Education Reform Campaign Month. JTU annually holds assemblies and symposiums in November in which university students, children, parents, NPO workers, researchers and administrative officials participate. These events are spread through media and social dialogues have been more intensive.

In Japan, privatization/commercialization of education has been moving on. National Standardized Test is obligatory for 6<sup>th</sup> grader of elementary school and 3<sup>rd</sup> grader of junior high school. The purpose is to evaluate their achievement as a whole. JTU insists that it is not necessary for all the students to take it. The budget is approximately 6 thousand million yen (USD 50 million). Also, the Ministry of Education has decided to change university examination scheme and some education companies will be concerned in its English tests. JTU believes that there could be more useful way of public funding and those budget be used to increase the number of teachers, not for paying to education companies.

## 3. Child Poverty

A 2015 survey report released by Ministry of Health, Labor and Welfare (MHLW) found that 13.9 percent of children under age 18, or 1 in every 7 children, were from families living on less than half of the national median household disposable income. The relative poverty rate was 2.4 percentage points lower than in the previous survey for 2012, when it was the worst ever, at 16.3 percent. The 2015 poll reversed the trend, marking the first improvement in 12 years. But the latest figure is still higher than the 13.3 percent average among 36 countries, including OECD members. Especially, the poverty rate among single-parent households was as high as 50.8 percent.

Alarmed by this situation, JTU advocates that budgets for education and social welfare should be increased to ensure the unprivileged children's rights to education, especially in pre-school and university educations. 90% of pre-school education is run by private institutes, whose fees depend on incomes of household. It means that economic gap tends to cause that of academic achievement of children. Even national universities

cost 2,500,000 yen (21,000 USD) for 4 years but benefit scholarship is poor. More than a half of university students use scholarship who will have debt of a few millions yen when they start to work. According to Ministry of General Affairs, around 49% of 20~24 years old people work as temporary who have difficulty in paying back the debt. As a result of JTU's advocacy, Japanese government has decided to offer more beneficial scholarship for the students in need but it is not enough.

In Japan it seems that SDG4 is an issue in developing countries, but it is a domestic one. To ensure access to quality education for all the children in Japan, JTU shares the reality, advocates and will make a difference.

## 4. Campaign for adjusting working hours of teachers

JTU held a survey 'Reality of workload and working hours of teachers' in 2016. It found out that 72.9% of elementary school teachers and 86.9% of junior high school ones work more than 60 hours per week. MHLW sets workers who work more than 60 hours per week have high risk of death by overwork, 'karoshi'. Alarmed by the survey result, JTU issued emergency suggestions;

– Now that the government discusses regulation on overwork, teachers should be included.

– Teachers are not paid overwork allowance but monthly receive additional 4% of salary for the professionalism. The rate was decided according to the working hour in 1966 and should be reviewed.

– Education boards of municipalities should fix 'No activities after school day' or 'No meeting day' and encourage teachers to leave schools on time.

– Education boards should increase the number of teachers and downsize class-size.

With these suggestions JTU will suggest political and practical solutions



and ask for legal improvement to ensure quality education.

## 5. competitive education

National Standardized Test causes more competitiveness in education. Teachers are required to prepare preliminary texts and children cannot help but do them. The results are published showing the ranking of prefectures and/or districts. JTU has researched its reality and recognized that there are schools which excluded children of special needs from the national test.

As to entrance examinations of high schools and universities, competitiveness has already pointed out by UN Committees of human rights and CRC. Children has the right to enjoy safe and comfortable schools.

## 6. Affected arears by the East Japan Big Earthquake

The East Japan Big Earthquake happened in March 11, 2011. Almost 7 years have passed but there are numerous families and children who need supports. School counselors go to schools in the affected areas but they do not every day. Therefore it is necessary to increase the number of teachers for the special care, but the number is not enough. The national budgets for the children has annually decided but it should be of longer term. Even if the evacuation direction was lifted there were some schools only 1% of whose students were back to the original places. Children suffer from nuclear materials and might be affected by cancer.

JTU demands to authorities to allocate enough budgets to solve those issues and keep supporting them, which ensures quality education for the children in the affected areas.

In general, educational, economic and social gaps between the have and the have-not have been widening. To pursue quality education for all, it is necessary to allocate wealth in much fairer way. When regarding education as a way to grow human resources, the access to education cannot be fair to all. Education is the rights for all the children.

Tyriese James Holloway

Rowan University – USA

# Right to Education



On May 17th, 2018, The New York Times released an article that read, "New Jersey Law Codifies School Segregation". Upon seeing the article, the idea of New Jersey being a segregated (if we are putting it lightly, apartheid, if we are aiming for dramatic appeal) state was nothing new to me. To be exact, the article makes note of the fact that New Jersey is the sixth most segregated state in the nation for black students, and during my undergraduate years, I have conducted many workshops that was centered on this fact. Like dude, I personally lived it. Speaking from a personal place, I am an adopted child. In fact, I guess that I am so special that I was adopted twice.

I was born in Camden, NJ and my mother (who was surviving a drug addiction) was unable to take care of me. From what I was told, I moved from foster home to foster home as a child, and I eventually found a home with my first adoptive mother, Mrs. Leslie Farmer. My first adoptive mother was an incredibly kind, loving and dedicated mother. I only have very brief flashes of my first adoption, but the image of the teddy bear that adopted kids receive after the process is unforgettable. In due time, Mrs. Farmer adopted another child, Nysaire. We both went to H.B. Wilson Elementary School together. As a young student, I did exceedingly well in school and I was a very fluent reader by the age of five years old. That is mainly because my mother would sit me down during the late evenings and read the Bible with me. The book of James stuck with me in particular, as it was my middle name. In H.B. Wilson Elementary School, if you lost your shoe at home, you came to school in your socks. That's it. The hallways of the school coursed with black and brown students. The only time I saw a white person outside of my television screen was an administrator that didn't live in Camden.

It was not until I was around seven years old that my mother had a stroke. My first adoptive mother had a very intimate relationship with God, and from what I gathered, she talked to Him like a husband. That is neither here or there, but I do remember seeing her jaw grace a twisted smile. She told me that she had suffered from multiple mini-strokes and that she was going to therapy. My first adoptive mother was very honest with me, and I always knew that I was adopted and I was absolutely afraid of going back to the foster care system. For months on end, I remember the pressure I felt having to run a house (and tolerate

my mother's stubborn eating habits). Although I could not read analog clocks, I made things work to the best of my ability. In my house, I did not have a lock on the back door, so often I would sleep very briefly and stay up the whole night in order to make sure that nobody broke in. At around six o'clock in the morning, I would get my clothes together and be the first student in school in order to get something to eat- that is, peanut butter and jelly graham cracker sandwiches, which are my absolute favorite.

When I got back home, I was under the task to make sure that the house was clean, buy groceries and take care of my mother. The days when my mother had to go to a doctor's appointment was the worst, as I had to wash her, help clothe her, and I missed school. Those days, oftentimes, I had to make sure that my little brother got to school as well. I didn't recognize it as a kid, but those days became extremely isolating for me and I often got punished for not keeping the house clean and a lot of the blame fell on me. Things came to a climax when my guidance counselor, a white woman, pulled me into her office and told me that she was going to report my living situation to family services. I remember that I begged on one knee for her not to tell family services and that I was doing the best that I could. She said no. I remember going on my second knee and made the same request. Her response stayed the same. I resented her for a lot of reasons, but it was really the fact that she allowed an eight year old child to go on two knees to beg that affected me the most. Life was very different after those days, but that experience galvanized my resolve to not trust white administrators, way before I had a framework to understand the racialized world that I lived in. After that encounter,

my mother did everything that she could to deceive caseworkers, but did the bare minimum to take care of her health. My brother and I were split up. He lived with my mom, and I lived with my grandmom. During the evening, we would go to our Aunt Pauline's house and wake up early in the morning because she was a nurse. She would then take us to Mother Jones' (my mother's church friend) house in the morning, where she lived two minutes away from H.B. Wilson. I met my mother briefly after school and the cycle continued. It was a time where that cycle was broken and I didn't go to school for some period of time.

I remember the day that everything fell apart in front of my face. It was during a trip to get food for my family. My mother advised me often that I should cross the street and go to the Save-a-lot on Mount Ephraim Avenue. Mount Ephraim is an incredibly intimidating street during rush hour and I would go to the Pathmark that was safer for my journey. While checking out the food at Pathmark, I ran into my caseworkers. They drove me home, argued with my mother, and in about a span of three hours, our clothes were packed and stuffed into a Honda Civic. Other than meeting my mother for visitations, I would not return back to Camden until ten years later.

I went to a temporary home for about two weeks, and then I moved to Williamstown, New Jersey. I remember the shock and excitement that I felt moving to what would be my second adoptive home. I lived pretty much on farm land, as my second adoptive mother, Mrs. Holloway owned thirteen acres of land. In order to enter the Holloway property, we were greeted with claydunes and a dirt road to a humble home in the chaos

of a new housing development being built around us. For a short while, my brother was placed in another foster home, but we were reunited after one of my foster brothers were placed in a different home.

I attended Whitehall Elementary School, and there is nothing more literary than that. In H.B. Wilson where students came to school with their socks on, I remember being teased for not knowing my left shoe from my right. While white people were only positioned as administrators in H.B. Wilson Elementary School, white students pretty much dominated the space. I vividly remember having "beef" with the other black kid in class because of my presence (which is more than I would like to unpack at this time). At H.B. Wilson, I was behind in terms of my homework because I was in and out of school, but my competence was never questioned. In Whitehall, I felt so behind from other students. They read faster than me, had better marks, they were in "talented and gifted", they had everything that I didn't have. I remember one day, the nurse called me into her office, and someone from H.B. Wilson called in order to check in on how I was doing and comforted me. From visitations with my mother, she told me that the kids that I played with asked where I was, but she had to tell them the cold truth. That sense of loss is not something that I processed until I was much older in age.

In Whitehall Elementary, while my grades were good, I was notoriously forgetful and my grades suffered. However, I did manage to stand out as I was the Class President during the fifth grade and felt respected by my teachers. My mother, on the other hand, suggested that I should be put into special education classes because it was hard for me to keep up. When it came to experiencing racism, I felt that it did not come into full focus until I entered middle school. It was during the seventh grade that I started to be a consistent Honor Roll student and I dealt with racist comments from white students and also disparaging comments about my blackness at home. Furthermore, as the development and townhouses were being built and finalized, in flux of middle class people were starting to flood the space that my brothers and I took for granted growing up. The corners that we used to cut became backyards that could get us in trouble with the police. Kids who used to make fun of the house we lived in, as well as homeowners who lived around the general vicinity, started to become curious



Tyriese James Holloway  
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## Right to Education

about the land we owned and we had to take measures to ward people off our property. My family's affinity for horror movies did nothing but encourage our paranoia as well. Despite leaving Mrs. Farmer, I had a very happy childhood with the Holloway family. I had a sense of fraternity with my adoptive brothers, and my brother Ny-saire and I were together. In the sixth grade, my brother and I were formally adopted by the Holloway family. My name was changed legally from "T.J. Farmer" to "Tyriese James Holloway". My brother's name changed from "Ny-saire" to "Kevin". In my personal imagination, I would like to believe that was the volta in our personal relationship, but it was not until high school that things started to unfurl with my family.

What happened during my high school years were truly life defining yet tumultuous. In 2010, my adoptive father passed away from pancreatic cancer. It was around that time that I started to ask questions about my religious identity, and my mother was overwhelmed with her role as a single parent (and caretaker of her grandson who had cerebral palsy). In 2011, her son took the life of his lover (who happened to be the mother of my friend), and my brothers and myself were all landlocked in the struggle to become ourselves.

I don't particularly like speaking on my mother, but I make the choice to remember her from a place of compassion despite the abuse that she put us through. In 2011, I was offered a job at the Monroe Township Board of Education as a student worker, and I met one of my first mentors, Mr. James Henderson. Mr. Henderson was the Assistant Superintendent of Secondary Education, and had a rapport with my family, as he was my brother's teacher. Mr. Henderson took compassion to me as a black student and always dedicat-

ed time in order to see that I was okay and encouraged me to study Africana Studies before I was really invested in the idea. When my mother refused to sign my FAFSA, he tried to talk to her in order to do so. Regardless of the hard work that I did in high school, since my mother refused to sign the FAFSA, I couldn't go anywhere despite my college acceptances. But, granted everything that I had endured the past few years, I had the conviction that college was somewhere I needed to be. My mother always "ran a tight ship" but that often interfered with the homework that I needed to get done for class. I took Honors and AP courses, and while she did grace me with extending my bed time whenever she could, she required that by 9:30pm that we were expected to go to bed. So I brought my homework into bed and used a reading light to try to get through my discussion questions, much to the chagrin of my younger brother who slept under me, tossing books back into my bed when I interrupted his sleep. Because of the thin insulation in our room, during winter time it got especially cold, so I would go into the bathroom and do my homework there. I did this for about three years.

During my Senior Year, I applied for the David Michael Reid Scholarship, a scholarship that provided a full ride to a college of my choice. Over time, I became a Finalist for the scholarship, and I felt that I had my future ahead of me, but my mother was unsupportive of my educational goals as she wanted me to pursue a more "spiritual" path. I never understood why I couldn't have both, but I was suffering with religious doubts nonetheless. On my 18th birthday, I remember having the meeting with the committee for an interview explaining my situation, and I was confident that I did the best I could. Within a couple of days, a person from the committee called my

mother and she claimed that I lied on her, something that she claimed very often. I did not get the scholarship. But Mr. Henderson was still there for emotional support. Mrs. Stanton, my AP US History teacher, someone who was a strong emotional figure for me (and the person who gave me the reading light) was there for me. Mrs. Ashley Carpenter, my AP Psychology teacher, who helped me work through some of my problems during that time was there for me. It hurt knowing that I took a loss during that situation; however, something that she could not take away from me was the local scholarships that were granted to me during my Senior Award Night. I graduated Williamstown High School as a member of the National Honor Society, but I still didn't have a future ahead of me, so I started to make moves.

In high school, I took two AP classes, but only took the AP Exam for U.S. History. I scored a 4 out of 5 for the exam which counted for two classes. I made it my goal to have a semester's worth of credits so that I could save money and graduate early to jumpstart my life. The money that I had from the scholarships that I received during Senior Awards Night, I put to CLEP Exams. I took five CLEP exams in the summer of 2012 while I was applying for the New Jersey Foster Care Scholarship and still working for the Monroe Township Board of Education. I had plans of going to Richard Stockton College and even did a dependency override appeal, but they claimed that what I had went through did not qualify as emotional abuse. In July of 2012, I went into crisis. Upset, but not defeated, I continued to work and started to redirect my focus on Gloucester County College. Fortunately, my appeal at Gloucester County College was successful, and while my housing situation was unstable, I was able to graduate within a year from Gloucester County College.

After working a semester after graduation, I was able to enroll into Rowan University and was granted an independency override. I also found stable housing at an Independent Living Home in Glassboro, New Jersey. In good faith, I hope that my detailing of my personal experience with education does not seem unnecessarily indulgent, but it is to unveil the thread that is hidden in education system. Even as a legal adult, socioeconomic status affected my mobility to get into college, and it also led me to take out a lot of loans in order to pay off debt that I had when I was in less-than-stable living situations. At Rowan University, I had a very successful career because I never forgot the writers of my biography without obsessing if my actions would be overwritten. There were times that my focus failed me during classes, the white aversive racist attitudes on campus made me go into self-isolation, and the anxiety of potential homelessness overwhelmed me, I moved forward because I had to in order to survive, not in order to save face. During my time in college, I was able to be involved with the United States Student Association and advocate for Free Higher Education with legislators and policy makers. I felt that in my anxiety, I was able to start to find the right color of the solutions that I am looking for through the broad stroke of action. Yet, there are some things that still fall flat. Regardless of what I have read, I can feel the reverberations of what I internalized at Whitehall set the tone of my insecurities in learning environments. And in spite of all my cautiousness, I move forward with the optimistic belief that anything learned can be unlearned. Anything unlearned can be reframed, and anything that is reframed is re-visioned. Despite the patterned suicidal habits of my youth, I live powerfully in full expectation for that clarity.

Şener Elcil  
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## Education, The Role of the Teachers in a United Federal Cyprus, and Suggestions



The existence of the Cyprus problem causes suffering to all Cypriots. I believe that identifying teachers and education as playing a pivotal role in the creation of this problem would not be an understatement. The fact that teachers made up the majority of cadres of EOKA as well as TMT, both underground organizations established with incitements from Anglo-Americans and NATO forces, and that teachers as an occupational group suffered the greatest loss during inter-communal conflict all provide evidence for this statement.

While talking about the role of teachers in this conflict, we mustn't forget about the Turkish and Greek teachers that came to this island before any armies of Turkey or Greece. Looking back, one can easily observe that prior to the 1974 physical separation; the people on this island experienced an emotional division that was fueled by educational systems that were nationalism, racism and chauvinism-ridden. This phenomenon, which dates back to the 1900s and was expedited in the 1950s, created a separatist discourse and doctrine that excluded any elements of a common culture, history or life of the two communities.

The Republic of Cyprus, which was established in 1960, included two separate educational systems for the two communities within it, rather than having a common educational system based on multicultural education. This arrangement also contributed to perpetuating the nationalistic and chauvinistic education that was already well-established on the island. Following the inter-communal violence that erupted in 1963, the Turkish Cypriot community was restricted to only 5% of the island and the community came under the control of Turkish military officers. Another consequence of these events was that with the community, its educational system also came under the supervision of Turkey and its educational system.

The fascist coup and the subsequent Turkish occupation of the island in 1974 brought about physical separation on the island. Chauvinism, nationalism, racism and othering became the main objectives of edu-

cation. Education came under the supervision of Turkey completely. In addition, Turkish Cypriots were forced to take surnames and geographical renaming policies were employed. Due to the systematic population transfer of Turkey to the north of the island, Turkish Cypriots became a minority in their own country. At the moment, there are 116 pre-primary and primary schools, 46 secondary and high schools in northern part of the island. In addition, there are numerous universities in which 72,000 students are enrolled. Out of the students enrolled in compulsory education, 56% are Turkish citizens, 43% are Turkish Cypriots and %1 are children of foreign nationals. Even though there is an abundance of suitable teachers in the north of the island, the practice of bringing teachers from Turkey continues till this day. In addition to teachers, most of the textbooks used in schools are also imported from Turkey. In line with the recent developments in Turkey, the northern part of the island is experiencing a noticeable increase in religious-based investments and the establishment of new mosques. Additionally, Turkish authorities are pushing for the replacement of the secular education system with a more sunni Islamist education in schools.

On another note, consistent with the global trend of privatization in and of education, the northern part of Cyprus is also experiencing its share of educational privatization. Many associations have been set up for the purpose of opening up private

schools. Within this realm, there are special efforts to open up branches of Turkish schools on the island. In addition, problems are constantly being created for the 200 and so Turkish Cypriots students who are studying in southern part of the island to dissuade them from attending schools in the south.

In light of all of these realities, the following measures have to be taken to ensure that once the United Federal Cyprus is established, a free and quality education that is based on secular and democratic principles is offered within it:

- Creating an educational system that takes a holistic approach to education and that is based on universal concepts and values of human rights, democracy, solidarity, and social justice, while also highlighting common cultural values.
- Taking into account the multicultural, multilingual and multi-faith structure of the island, emphasizing participation, cooperation, problem-solving, dialogue, active listening, critical thinking and respect for differences in schools, which would contribute to eliminating chauvinistic and nationalistic elements from the educational system.
- Making Greek and Turkish language lessons compulsory in schools, which would allow getting to know the 'other' and foster respect.
- Changing religion lessons from

- compulsory to optional.
- Creating teacher training academies where teachers from both communities are trained together.
- Making sure that professional development opportunities are offered to help teachers critically reflect on challenges associated with conflicts in Cyprus and elsewhere and on how to address these issues in schools.
- Using training materials and textbooks that are prepared locally, based on common culture and history but also with a critical, empathetic, and multi-perspectival approach that would provide a safe space to discuss controversial issues.
- Preventing the further privatization in and of education and allocating more funds for public education.
- Creating a culture of peace, tolerance and sharing by encouraging teacher and student exchange programs, which would provide them with first hand experiences of other cultures, increase cultural awareness and promote cultural critique, and therefore enable change.
- Preventing the use of education as a propaganda tool by politicians and exposing the past actions that led to the separation we have today as well as any efforts that would lead to a future conflict amongst Cypriots.

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# Ideas and Suggestions on Extending the Educational Rights



1. How do you evaluate your higher education in terms of quality? What are the pros and cons you observe?

I evaluate that Im a privileged student of higher education because I study in a public university, wich is a right not guaranteed to the most of people. The last governments are preferring investing on private institutions on higher education than investing on public education. Loads of higher education students in Brazil are indebted because of affording education bills. The State only rents money to students, even though every brazilian citizen pays tributes to afford education.

2. Do you think education in universities is equally provided across your residential country? Is there any distinction based on high-profile/low-profile universities? If so, what do you think regarding this distinction? Could you make a comparison between your country and the countries considered as having a good education system?

Certainly, education in universities is not equally provided across Brazil. There's a distinction where universities with low profiles are the private ones and universities with high-profile are the public ones. There is a recent study wich concluded that 99% of private universities of Brazil do not produce any knowledge, most of scientific advances comes from public universities. I think that private universities have not as an objective to produce any knowledge, their principal focus is really profits, they do not educate people for producing any knowledge to help people's real problems. They have and education devoted to the wills of market and capitalism. Public universities in brazil are pretty attacked too, by cutting their resources. Also, students from public universities that need students assistance for studying have human rights violated by omission: by the lack of water, lack of food, lack of eletricity on student's residence. I cannot make a comparison between brazil and these countries in terms of education, because I do not know the reality of these counries.

3. Do you think your socio-economic status play a role in accessing higher education?

Definitely. I'm totally conscious that my socioeconomic status, with the possibility of only studying and have studied in good schools played a big role to me in accessing higher education in a public university. Most young brazilians have to work early in life, most of them have to quit education in order to work, before accessing higher education.

4. Do you have any friend who has to get a loan for financing her/his education? Could you provide brief info about her/his indebtedness and future expectations?

I have some friends that are indebted because of financing higher education. One of theses friends went on this program called FIES (wich is a partnership between government and private education institutions), where the government lends money to the student, paying for his/her college bills, and when the student finally gets his/her degree, he/she founds himself/herself indebted with more than R\$ 80.000 reais, and thats a lot of money. This friend in particular never payed for his debt he is still indebted with the state. That is crazy, because in the first place we all pay tributes for public education.

5. Should education be free at every level? Could you give details for your answer?

I believe education should be free at every level, because education is a right. Education as right is an assumption for any Democracy. You cannot say you live in a democracy, where formal education is still a privilege, only possible for a few people.

6. In which extend does the privatization process impose public education in your country?

The privatization process is runnign "just fine" in the level of the government of my country. They are trying to boycott investments on public universities, they are making personal persecution to professors and deans from public universities that are against privatization process, they are cutting investments on scholarship and research, they are changing education curriculums from higher and medium education in antidemocratic e obscure process. And thats because we are being governed by politicians that are "employees" of private education cartels and companies.

7. Do you think private sector has an influence on your country's education system, without having a democratic legitimacy?

There is no doubt. The current education minister in Brazil represents the interests of a business group called

"ser educacional" wich is one business group expanding private universities across the country.

8. In your opinion, which institutions should provide education?

I think most student vacancies shall be in public institutions, because vacancies for everyone should be guaranteed. Education shall not be regulated by market, and thats what happens in most private universities.

9. How can it be secured to fully implement the right to education as a human right?

I dont know. But I believe a good start is implementing an education that is community based and runned by communities themselves.

11. In which extend do the mechanism of exclusion/elimination from education occur in your country?

It runs sort of this way:

if you study in good schools, you have a chance on public universities; if you have studied in public schools, its more difficult for you to access public universities; if your family earns less than 1.200 reais an month (50% of brazil's families), you probably will have to get a job when youre 15; if you are a black person, you are definitely and exception in medicine course (either public or private medicine course, wich is a very expensive course) if you have not achieved the necessary grade to go to a public university you can still access private university by debiting yourself (forever) these are just some situations that do happen on accessing higher education.

12. What do you think regarding the parents' rights to choose the kind of education given to their children?

There are plenty issues with subject. In brazil, we are experiencing some kind of "tug-of-war" about basic education curriculum, particularly on the religious subject. About religion, I think public education should not educate the young for the beliefs and the ethics of one or another religion in particular, I think public religion education must educate for tolerance, for diversity, for the people to respect each other religions.

13. What is the role of government in ensuring Education for All goals in developing countries?

In my country, the constitucional role of government is ensuring Education for all goals. Talking about the the situation of developing countries, there should be reparation politics, and special education for the alphabetization of the people. And we need quality on education and valorization of professor

careers.

14. How the unfinished agenda of Human Right to education can be achieved?

I don't know, but I think leting the peoples having their own education (like originary peoples from america do have their own means and kind of education), having student vacancies for everyone since early age to the elderly, having politics of inclusion like social and racial quotas in accessing higher education, I think these are some means to achieve some more of Human Right to education Agenda.

15. How to ensure people's participation in Education policy of different nations? Especially in developing countries.

For this we have to strengthen the democratic instruments on the very basis of society. We have to ensure the participation of family, the participation of women and community in the deliberation spaces about education.

16. How State can arrange funds and resources for public education?

State arranges funds by tributes over economic activity. State can also obligate companies ins having a special fund destined to public education. In my country about 5 years ago we all brazilians were discussing the possibility of destinating a part of petroleum public profits to education (maybe 20%, 50%, 100%), but this new government (2016) just sold out our oceanic sources of oil to a foreigner nation, and now we dont have any of it.

17. How to ensure right to education of refugees children in developed countries?

On developed countries? I dont know the reality of developed countries, because I live on a developing one (Brasil), but I think theres a lot of racism involving the relation of natives of developed countries and refugees from another countries. I dont know, I think depending on the situation it can be better to integrate refugees children in regular schools of the country; and in another situation it can be better to create special schools for attending refugees children in their special (cultural, social) needs.

18. Do you think that privatisation of education can ensure education for all children in globalised world?

I dont think so. Privatization of education means that our education will be alienated from us as citizens. There wont be time for thinking and learning, the only things that matters is money and market, everyone against everyone. Thats the experience I have in my country.

Cossette Woo

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# Ideas and Suggestions on Extending the Educational Rights



Article 26 of The Universal Declaration of Human Rights states that "education shall be free, at least in the elementary and fundamental stages", which poses the following questions: How does one determine what stage of education is fundamental? Where do we decide that a certain stage of education is "good enough"?

Furthermore, Article 26 also highlights "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms". Yet, none of these terms are properly defined. How does this account for students with disabilities, who are often segregated into their own separate classes, regardless of their educational level or capabilities? In the same way, students of colour have also been singled out and put into English as a Second Language classes simply due to pre-existing stereotypes. However, no attention is being paid to whether or not these students actually know the material or their capabilities, thus creating even more of an achievement gap.

The American education system is deeply flawed. As exemplified by how schools are funded based on districts, and the school to prison pipeline, among other issues, there is a lot of education reform that needs to take place. School funding varies from state to state but relies heavily on local property taxes. When funding depends on local property taxes, a disparity between quality of education received occurs. Teachers across the nation have taken to striking to advocate for increased school funding, pay hikes, and in some situations, guaranteed daily recess, as well as an end to the use of standardized test scores to evaluate educators. Studies have shown that teachers have extremely low mo-

rale, and that teacher shortages are common – and unsurprisingly so. An article by NPR, "Why America's Schools Have A Money Problem", details how this goes on to continuously widen the achievement gap, and how that affects students of colour. The school to prison pipeline, or the horrifying national trend in which children are funneled out of public schools into the juvenile corrections system, is another instance our education targets specific students. Many students who are victims of the school-to-prison pipeline have histories of poverty, abuse, neglect, or learning disabilities. Rather than being punished or isolated, these students would benefit from additional support.

Homeless and foster youth face a number of barriers to higher education: they may struggle with insufficient financial resources and housing, situations that put them at a greater risk of physical and mental health challenges. This instability can result in a lack of support and encouragement, leading to students not pursuing higher education or even not graduating from high school. In addition, being uprooted and in an unstable environment can make or break a child's sense of security, and further affect their ability to focus in classes. Frequent mobility has been linked to an increase of anxiety, as well as lower student achievement.

Homeless and foster youth may also face the additional challenge of being moved to different school districts, being shifted in and out of various classrooms, and creating and widening educational gaps. When students change schools frequently, educators may struggle with correctly identifying skill levels, as well as needs of students. In addition, transportation, stigma regarding homelessness and the foster system, as well as lack of social support may be an additional challenge faced. Homeless and foster youth also may not have the proper or updated school records, which can also lead to incorrect placement and evaluation of grade levels. Previous school transcripts, proof of residency, parental permission slips, as well as medical and immunization records are all necessary documents that may not be easily accessible for these youth. While the McKinney-Vento Homeless Assistance Act of 1987 ensures transportation to and from school free of charge, this is insufficient for many children in underprivileged households or circumstances. Further measures of reform could include allowing children to attend their school of origin regardless of location, as well as requiring that schools register homeless children even if they lack required documents. If school districts lack the resources to

fully implement these measures, then action at a state or federal level may be required. Homeless and foster youth engaged in mentoring and peer-coaching programs, as well as substance abuse prevention programs have been found to exhibit higher rates of high school completion, better measures of self-determination, empowerment, and transition planning.

As someone who recently graduated with a Bachelor of Arts in Social Welfare, it was alarming to see how many positions required years of experience, with a Master's in Social Work (MSW) degree preferred. What was even more alarming, was that I would have a better pay rate if I continued to work at my retail job, rather than at an entry level position in the field. I went to an in-state school, and lived at home for all four years, and am still leaving my undergraduate degree with a huge amount of debt. I went straight into my MSW program, simply so I didn't have to deal with the loan repayment process, and for the promise of a better pay rate post-graduation. When revisiting education as a human right and how it should be extended, one should especially factor in discussions about higher education, and about how our education systems treat underprivileged and underrepresented students. By failing the most at risk members of our adolescent society, we create a never-ending cycle of poverty and struggle that widens every year the issue is not addressed.

Education is a right. But it's also a privilege. Today, higher education has almost become a necessity and an expectation. Whereas once a college degree was only required for highly skilled jobs or positions in leadership, today it has become a prerequisite for anyone seeking to succeed in life. Even a quick search of job listings for entry level jobs, like those for a secretary or a personal assistant, reveals that a bachelor's degree or higher is strongly preferred. Failing to expand access to higher education to all students, including those with disabilities or personal or communal underprivileged, risks creating a two-class society: those with a degree and access to the job market, and those without a degree who are left behind.

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## Ideas and Suggestions on Extending the Educational Rights



This article aims to discuss, in face of Brazil's conjuncture, the questions on the incident on the major theme of its higher education. The debate to be exposed intend to answer the following questions: 1. How do you rate the access to higher education in terms of quality? What are the pros and against you observe?; 2. Do you think education in universities is equally offered in your country? Is there any distinction based on high level /low level universities? In case of positive answer, what do you think about this distinction? 3. Could you make a comparison between your country and other countries considered as having a good educational system? 4. Do you think your socioeconomic status plays a role in access to higher education? Do you have any friend who has to get a loan scholarship to fund their higher education? From an honest questioning about the above premises, it is possible to outline a larger picture of the country's higher education.

My country's higher education covers two areas: public higher education and private higher education. The

technical quality of public higher education is significantly higher, although, on the other hand, it often lacks public resources to assert its organization and structure, which therefore interferes with the students' full learning. Nevertheless, some public universities, such as USP, UNB, and some others, have internationally recognized teaching qualities. For these renowned universities, access, even being public, becomes extremely selective, since their entrance is coveted and those who have enjoyed privileged teaching conditions or have the resources to invest in courses that prepare for the entrance exam in these institutions are better able to find a place at these universities. On the other hand, private education, although not as highly esteemed as the quality of education and having less competition for entry, has a high degree of organization and infrastructure, and is still an option for those with a good standard of living that does not have been able to enter public higher education, being able to occupy these private colleges. In fact, a distinction is made between both models of higher education, so I conclude that the type of education is slightly different between the public and the private, and, a little further, different between each university of public education (how the government or the federation allocates resources to be invested) or between each university of private education.

Brazil, despite having made significant progress in the quality of education and in the system of enrollment in higher education, still lacks an honest investment in the sector that can be allocated to the quality of its infrastructure, its employees, and the permanence of its students. A positive aspect of our country, despite everything, is still the possibility of

having access to a good public higher education. When analyzing the higher education of other countries, recognized in their quality, it is noticed that a great part of these institutions is private. Contrary to external experiences, Brazil's quality of education and information in the public sphere (and in this sense, I refer only to higher education) is considerably higher and more feasible than private education under the same conditions.

Although education is public, its access does not necessarily induce the entry of the poorest status of the country. Public doesn't mean accessibility. Brazil's higher public education is so renowned that most people who wish to access the universities, even those financially affluent, prioritize the entry into the public sector (with the exception of private medical schools, which, for those who are able to afford the costs, opt for private education because of its "elitist" and selective character). In a broad scenario, considering the diversity of superior courses, the access is even more disputed and wished in the public universities. Therefore, the people who during their life and their educational process had the most favorable conditions for their development, guarantee a good advantage in the disputes for a vacancy, in order to get na advance in the results of the exams to access the universitie, the "vestibulares".

The Brazil universities public system has the "cota" mecanismo, that means that parto of the vacancies are for people who are 'low income', black declared people 'indians', among others, it does not have, although, mechanisms to make them stay in public education, since they need other resources such as food, transportation, housing, resources, among oth-

ers. Higher education is still an elitist mechanism in our country, despite the great progress in recent years. People with a good standard of living find it easier to enter higher public education, and when they can not, there is still the possibility of choosing a course in private higher education.

One remaining possibility for those who, due to their process of lagging educational throughout life, or problems related to their social and economic life, is the entry into the private higher education path through financing their costs. The selective process of a private college is not as competitive as the process of a public university. Something that explains this condition in our country is the fact that many private colleges are instituted only for the purpose of providing their merchandise, which in this case are the offered courses. There is no limitation of resources for investments in the private sector, on the contrary, the more you invest, the more space you have to receive new students that, in turn, will reimburse previous investments by injecting new profits into the institution. Therefore, due to this relative facilitate of entry in most private colleges, many people who have not been able to compete for a place in public education and are interested in joining the only possibility that allows a possible social ascent, are led to the financing of their superior course through mechanisms of governments (formerly stronger, now scarce), or through the institution itself.

Malathie M. Seneviratne & H.G.D.Cyrl  
Union of Sri Lanka Teachers Solidarity - USLTS

## Education in Sri Lanka and Right to Education as a Human Right



Sri Lanka is one of the developing countries in the Asia Pacific Region with a higher literacy rate. The Educational authorities of Srilanka are highly committed to provide with a better education from primary level to university level equally for all the nationalities. Therefore Sri Lanka has medium and long term plans for the next 15 years to implement all over the country to achieve the SDG goals. So it is the idea of the government to be able to reach a greater target.

When consider the income of the people it is not equally distributed. AS a result the education is highly affected. Therefore low income learners face a lot of trouble when learning. As a remedy for that the government distributes free tesxt books, Free uniform and other infrastructure facilities for

all. Then the poor as well as the rich will get a better education.

Apart from that the line ministry and the provincial ministry of education has implemented the novel concept THE NEAREST SCHOOL IS THE BEST. The underline idea of this concept is to minimize the demand for the popular schools in urban ares. So the ministryhas allocated a vast sum of money to develop rural schools all over the country. Under this programme the schools get all the physical facilities such as buildings ,furniture labs , toilets, equipment s etc,

In addition Sri Lanka is now facing a new problem. That is privatizing the education. International schools which are in private sector are arising every nook and corner of the country. Even in rural areas. In these schools quality of the education is not considered much and they emphasize much on English education. They are creating a high class community by that. Because of this most of the skillful young people from rural areas lose their opportunities and their dreams as the high class ones capture the high posts.

Not only that the International schools but also the private universi-

ties like SAITEM provide the opportunities to the students who have less marks or not qualified to enter their medical college and become doctors. This has become a tragedy. Most of the students in the government universities, their parents, teachers' organizations and the doctors' organizations are protesting and struggling against this.

However in Sri Lanka there is no gender disparity can be seen. Both mail & female have the same right to education and to consume all the other facilities equally. For instance 55% of the university students in Sri Lanka are girls where 45% are boys. Many females are in higher positions like Professors, Directors of Education, Administrators, School Principals and etc.80% of the teachers are female. And also there is no discriminations regarding religion or race they are belong to.

It is true that we the Sri Lankans have reached the 98% literacy rate which is the highest in Asia Pacific Region. But still we cannot be happy with the targets achieved so far. We have almost achieved target 4.1 to ensure all girls and boys to complete free equitable and Quality Education. But we cannot be satisfied with the Quality of the

education in our country because the education must go parallel with the attitudes and the spiritual development of the individuals.

Currently we are engaging in promoting SDG goal 04 which is related to Education, in Sri Lanka under the instructions and the guidance given by EI. It is very important to **Ensure inclusive and Equitable Quality education and promote lifelong opportunity for all (Goal 4)**. We are working collaboratively with the ministry of sustainable development and the ministry of Education in launching SDG in our country.

Still we the Sri Lankans are far behind the goals 4.3, 4.4, and 4.5. To achieve these goals by 2030 we have to organize mass programmes in the country and all over the world as well to measure the quality of the education. We have to train leaders to be strong.



SYMPOSIUM 2016  
EXTENSION of HUMAN RIGHTS  
to EDUCATION

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## "Extension of Human Rights to Education -2018"



DRAFTING COMMITTEE - 1948

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**” to the UN for voting. The project focuses on **Article 26 of the UN Declaration of Human Rights** which is to be modified/supplemented in the sense of a progressive enlargement. The original deadline for submitting the Declaration to the UN was **10th December 2018, the 70th anniversary of the Universal Declaration of Human Rights**. This date is considered by management to be the time to fully develop the project, which is expected to take several years.

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 theoretically 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 country, 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**)

**Prof. Dr. Vernor Muñoz Villalobos** (former UN Special Rapporteur on the Right to Education - Costa Rica) 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** (Koblenz University of Applied Sciences)

**Prof. Dr. Michele Borrelli** (University of Calabria - Italy)

**Shri. Ram Pal Singh** (President of All India Primary Teachers' Federation, India)

**Prof. Dr. Karin Lauermann** (Federal Institute for Social Pedagogy - 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

## "Extension of Human Rights to Education -2018"

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.

## The First Partners

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

## Expansion of Human Rights to Education: first news about the experience in Brazil



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 - Proje Sorumlusu)  
Prof. Dr. Alexandre Magno Tavares da Silva  
(Proje Görevlisi)  
Prof. Dra. Maria Erenilza Pereira

**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 shar-

ing 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 docu-

ments 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 Confed-



Prof. Dr. Alexandre Magno Tavares da Silva

Universidade Federal da Paraíba – Brasil

eration 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:

- 1. 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?;
- 2. 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;
- 3. Exhibition of the material of Politeknik Magazine, about the beginning of the movement mobilization;
- 4. Presentation on the project from the translation of some highlights present in the project document (Erweiterung Menschenrechts auf Bildung – 2018);
- 5. 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;
- 6. 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;
- 7. Presentation on the assembly of the “Erweiterung des Menschenrechts auf Bildung-2018, Brazil Working Group”. Some educators were willing to partic-

ipate in the working group;

8. 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 “Erweiterungs 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/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 Popular Knowledge and Ancestral Memories (UFPE)

**MOVING FOWARD** – 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 inspirer 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”.



Prof. Dr. Michele Borrelli

Dr. Francesca Caputo

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?

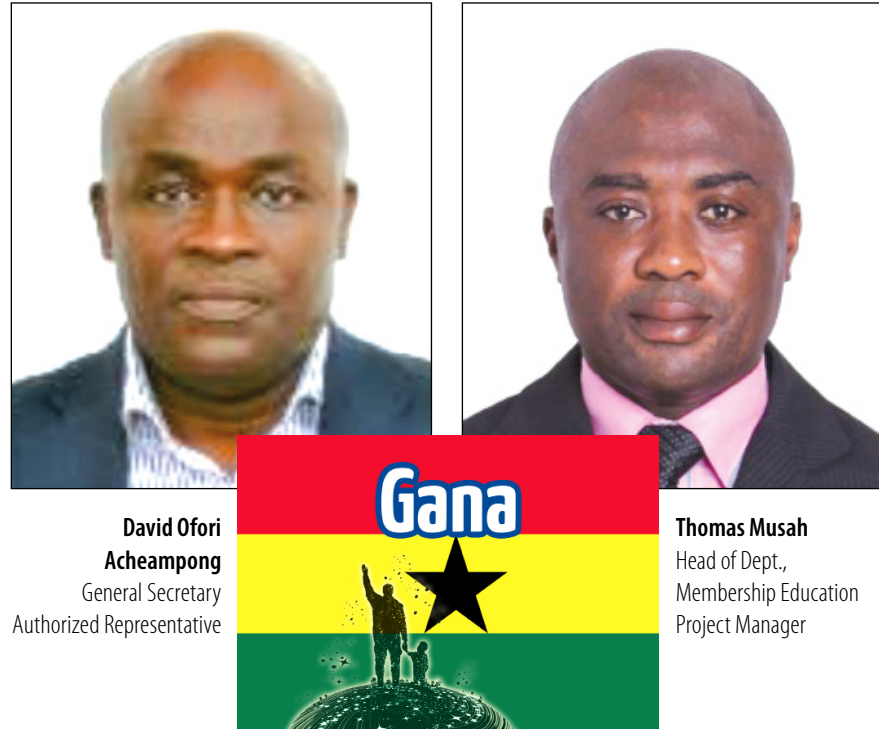
With particular attention to the case of Italy, it will be examined in how far the (Human) Right to Education – which is officially recognized in the Italian constitution – has been implemented and put into practice. The Italian research group assumes that, while a right to Education is recog-

nized in the Italian constitution, it has not been fully and successfully implemented partly for econmic, 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.

Italian Research Group

Michele Borrelli  
Francesca Caputo  
Raffaele Perrelli



David Ofori Acheampong  
General Secretary  
Authorized Representative

Thomas Musah  
Head of Dept.,  
Membership Education  
Project Manager

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 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 education 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.



Ratan, Kumar  
Advocacy and Campaign  
Coordinator (India and  
South Asia Pacific),  
PoliTeknik

- 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 rich-est 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. A severe lack of investment in early years is a matter of concern.

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 and the issue of having 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

Expansion of Human Right to Education and SDG 4



Kumar Ratan

Advocacy and Campaign Coordinator (India and South Asia Pacific), PoliTeknik

education, the National Governments will have to play very lead role. But there is 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 SDG agenda. The privatisation of education leads to marginalisation of the poor, it widens inequality even further and weaken 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.

Through the PoliTeknik initiative "Expansion of Human Right to Education", we, along with Teachers' Union, Civil Society Organisations, Students

Unions and Educationists, will be advocating to refresh and modernize UNDHR's education declaration 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, as highlighted in UNESCO's GMER report of 2016.

"Extension of Human Rights to Education -2018"

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Universal Declaration of Human Rights\*  
Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.



UDHR  
DRAFTING COMMITTEE 1948

\*https://www.unhcr.org/en/udhr/pages/Language.aspx?LangID=eng



# Universal Declaration of Human Rights\*

## Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

## Article 3

Everyone has the right to life, liberty and security of person.

## Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

## Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## Article 6

Everyone has the right to recognition everywhere as a person before the law.

## Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

## Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

## Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

## Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

## Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

## Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

## Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

## Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

## Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

## Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

## Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

## Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes

freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

## Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

## Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

## Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

## Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

## Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

## Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

## Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

## Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

## Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

## Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

## Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

## Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.