



UDHR  
DRAFTING COMMITTEE 1948

## Project Extension of Human Rights to Education

### Universal Declaration of Human Rights – 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.



Project

# Extension of Human Rights to Education

Last Update  
03.02.2025

**PoliTeknik**  
TÜRKISCHE ZEITUNG

**PoliTeknik**  
Tel.: (+90) 543 227 66 29  
info@politeknik.de  
www.politeknik.de  
Postfach 25 03 48  
40092 Düsseldorf



**Verein für Allseitige  
Bildung e.V.**  
Tel.: (+90) 543 227 66 29  
info@politeknik.de  
Postfach 25 03 48  
40092 Düsseldorf

# Project Extension of Human Rights to Education

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## IMPRESSUM

**PoliTeknik**  
TÜRKISCHE ZEITUNG

**PoliTeknik**  
Tel.: (+90) 543 227 66 29  
info@politeknik.de  
www.politeknik.de  
Postfach 25 03 48  
40092 Düsseldorf

**ÇOKYÖNLÜ EĞİTİM DERNEĞİ e.V.**

**Verein für Allseitige  
Bildung e.V.**  
Tel.: (+90) 543 227 66 29  
info@politeknik.de  
Postfach 25 03 48  
40092 Düsseldorf



## INVITATION FOR COLLABORATION



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-understanding. 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.



## INVITATION FOR COLLABORATION

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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, therefore, needs to be constantly rethought 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 ensure 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 Management*





## PROJECT GOAL

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The Project “**Extension of Human Rights to Education**” 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**”.

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.



## INTERNATIONAL OBSERVATIONS ON THE IDEA OF THE EXTENSION OF HUMAN RIGHTS TO EDUCATION



Education International  
Internationale de l'Éducation  
Internacional de la Educación  
Bildungsinternationale

*The right to education, enshrined in the Declaration of Human Rights of the United Nations in 1948, probably did not need a renewed promise at any other time because of the increasingly complex global reality of today. Although much progress has been achieved in the last 15 years, 60 million children still do not attend school, not to mention the hundreds of thousands who do not finish primary school. Although education is recognized as a human right and public commodity, the lack of political commitment and will continue to be a fundamental obstacle for far too many people...*

**Susan Hopgood**  
**President of Education International**  
**Federal Secretary of the Australian**  
**Education Union (AEU)**



*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.*

**Mary Cathryn Ricker**  
**Executive Vice President of the**  
**American Federation of Teachers (AFT) - USA**



*The right to education cannot be exercised in a social vacuum. It is therefore necessary that education systems be supplemented by a series of social measures and support services which, as far as possible, ensure balancing advantages in favor of the weaker social strata and promote the unimpeded and efficient operation of the educational institutions.*

**Pavlos Charamis**  
**Federation of Secondary School Teachers**  
**OLME - Greece**

*We are dealing with three very striking issues within the framework of human rights on education: (1) the question of poverty and social insecurity; (2) the question of the difference between general education and vocational training, and (3) the very essential question of the quality of education.*

**Prof. Dr. Eva Borst**

# INTERNATIONAL OBSERVATIONS ON THE IDEA OF THE EXTENSION OF HUMAN RIGHTS TO EDUCATION

*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.*

**Kumar Ratan**

**National Coalition for Education - NCE  
India**



*According to the terms of the UN-UDHR, everybody has the right to education, which should be free and accessible to all, regardless of age, gender, and place of origin. But what kind of education should be offered to the people? Does it meet the needs of children, adolescents, youngsters, and adults? Such questions take us beyond the universalization of school enrollment – which is very important –, and highlights one fundamental aspect: the quality of the education we have and aspire to.*

**Roberto Franklin de Leão**

**National Confederation of Workers in Education (CNTE) - Brazil**



Confederação Nacional dos  
Trabalhadores em Educação

*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.*

**Student Representative Council  
Wits University – South Africa**



*\*All quotes can be found under the article series "Thoughts and Recommendations on Extending Education Rights in UN Declaration of Human Rights I - VI".*

[www.politechnik.de](http://www.politechnik.de)





## 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 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:

- *Prof. Dr. Michael Winkler (Germany)*
- *Prof. Dr. Armin Bernhard (Germany)*
- *PoliTeknik (represented by Zeynel Korkmaz)*
- *Dr. Mugwena Maluleke (Secretary General of SADTU, President of the Education INternational)*
- *Prof. Dr. Vernor Muñoz Villalobos (former UN Special Rapporteur on the Right to Education, Costa Rica)*
- *Prof. Dr. Heinz Süunker (UK, Germany)*
- *Prof. Dr. Marlies W. Fröse (Germany)*
- *Prof. Dr. Eric Mührel (Germany)*
- *Rama Kant Rai (National Coalition for Education - India)*
- *Prof. Dr. Benjamin Bunk (Germany)*
- *Prof. Xavier Diez (Spain)*
- *Prof. Dr. Rasigan Maharajh (South Africa)*
- *Prof. Dr. Michael Klundt (Germany)*
- *Prof. Dr. Peter Rödler (Germany)*
- *Prof. Enrique Diez (Spain)*
- *Prof. Martha Matashu (South Africa)*
- *Prof. Sanjoy Roy (India)*

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



## WORKING GROUPS AND PROJECTS

### The Academic Advisory Board,

- considers the academic framework for the proposal catalog (Ideas and Proposals for the Extension of Human Rights to Education), which is being developed in several countries by the project participants. **Completion of the framework conditions is to be finalized by April 2017;**
- Write a communiqué to all potential project participants (invitation to collaborate)..
- Decides the publications such as brochures, flyers, books, etc.
- Draws up the draft with the common cut-offs from the proposal catalogs - Draft: **“Declaration on the Extension of Human Rights to Education”**.
- Designates a legal expert team for the evaluation of the draft proposal.
- Defines the approach to the proposal **“Declaration on the extension of human rights to education”** at the UN.

### 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.
- 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.

***\*All publications of project management are available in English and German.***



## WORKING GROUPS AND PROJECTS

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### **Initiation of Coordinating Centres in the various countries,**

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

### **Academic Advisory Boards in different countries,**

- It comprises of representatives of ministries of education, universities, students and student associations, education/teachers unions, NGOs and others, who decide in their respective groups about the proposal of the “Academic Advisory Board(Country)”.
- Develops ideas and proposals for the extension of human rights to education (proposal catalog).
- Designates a legal expert team on the legal evaluation of the proposal. It will consist, as far as possible, of three members who decide by simple majority on individual proposals which may not be in accordance with UDHR. If a majority is not reached, the “Academic Advisory Board(Country)” comes in play; the latter holds a vote with the participation of the legal expert team. The proposal will be submitted to the project management if there is still a lack of clarity.
- Announces the (written) proposals of individual groups on the acceptance or rejection of the “Declaration on the Extension of Human Rights to Education”.

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

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

***\*All publications of the Coordinating Office and the Academic Advisory Board (Country) are presented in the language of the country, English and German.***

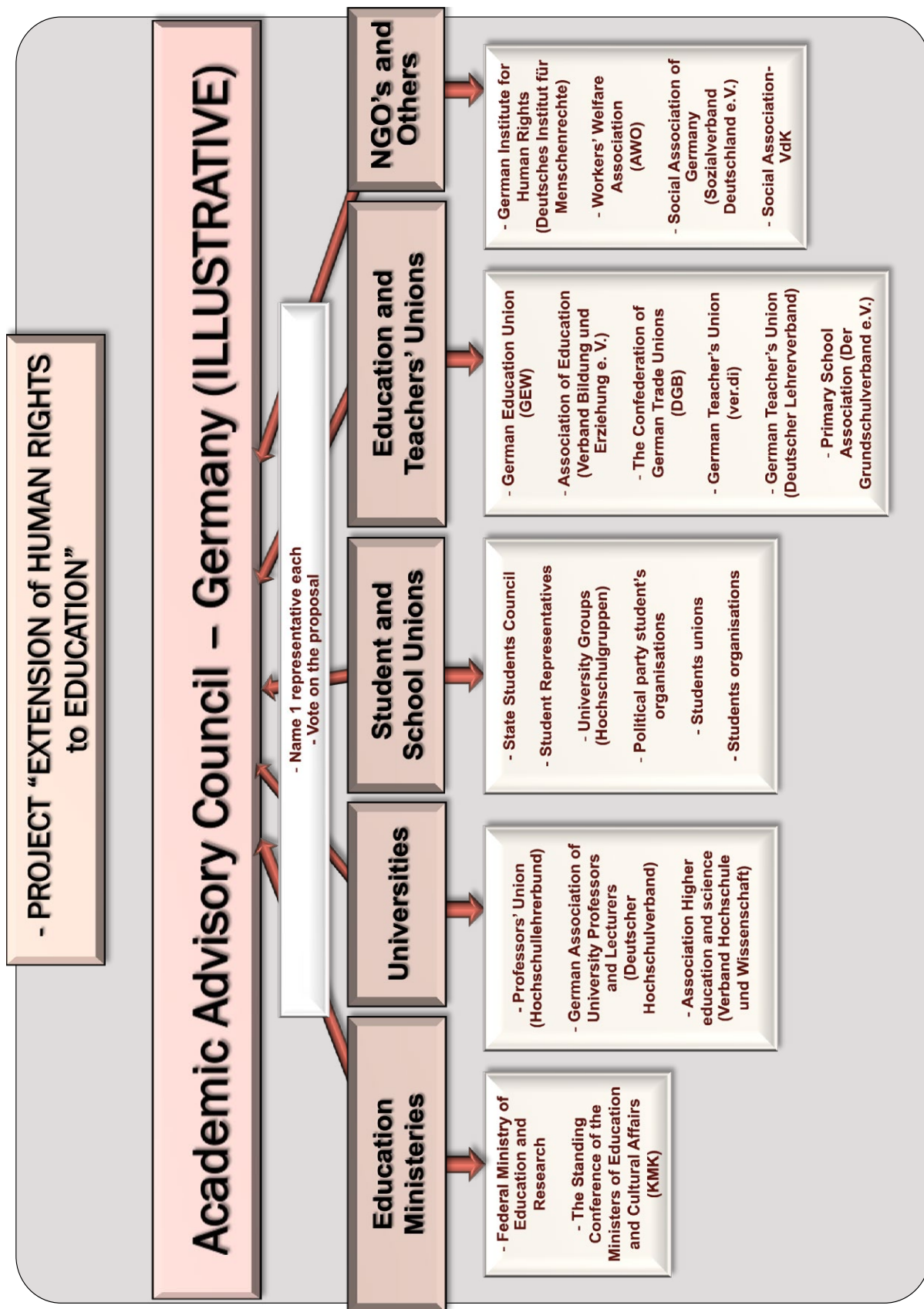






# WORK GROUPS AND PROJECT PHASES

## ACADEMIC ADVISORY COUNCIL – GERMANY (ILLUSTRATIVE)





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## PROJECT PARTNERSHIPS - MEMBERSHIPS

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### About project partnerships

The project partners are chosen around the world for the most part from university lecturers, volunteers, education unions, students and student unions, which are proposed by the members of the project management.

### Tasks of the partners

A partnership is sealed with an official document - **as a confirmation of the collaboration for the establishment of the coordinating office in one country** - (form on page 14, by e-mail and by post to be sent to the PoliTeknik newspaper).

The following tasks are accepted with the official document::

- Takeover all tasks of the **coordinating office** (page 10).
- The appointment of at least one employee for the establishment of the coordinating office (minimum 20 hours per week to the end of 2017; reduction of working capacity is possible later).
- Establishment of the work environment for the coordinating office-
- close collaboration with the coordinating centre of the project management.

### About Memberships

Membership is sealed by means of an official document -**as a confirmation of cooperation for the Academic Advisory Board of a country**- (form on page 15, to be sent by e-mail and by post to the PoliTeknik newspaper).

Members are divided into the following categories:

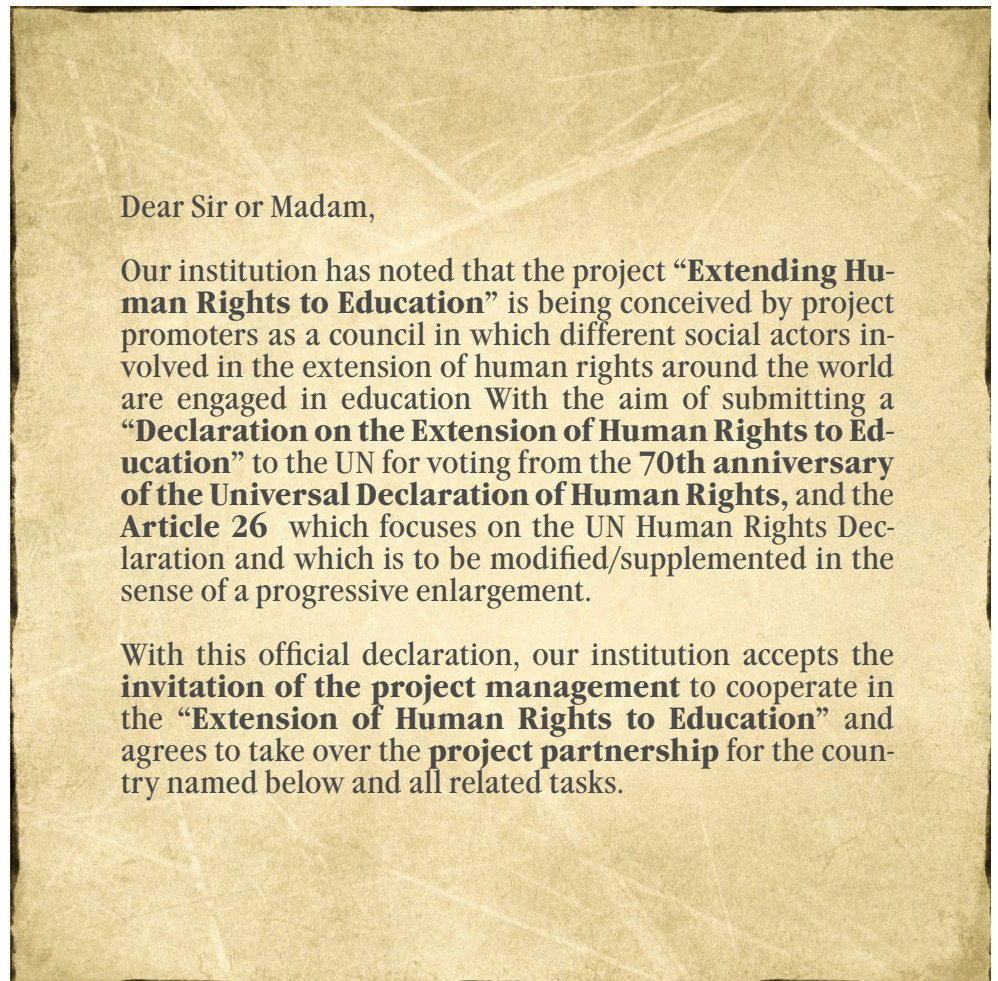
- 1) Universities
- 2) Student and student associations; Youth organisations
- 3) Educational and Teachers Unions
- 4) NGO's and others

### Tasks of member organizations

- Election of the representative along with all member organizations
- Nomination of a project representative / project supervisor.
- Members of the institution are informed about the project and, if possible, actively involved in the preparation of proposals.
- Vote on the proposal catalogue and on the “**Declaration on the Extension of Human Rights on Education**”.



## OFFICIAL DECLARATION ON PROJECT PARTNERSHIP



Dear Sir or Madam,

Our institution has noted that the project “**Extending Human Rights to Education**” is being conceived by project promoters as a council in which different social actors involved in the extension of human rights around the world are engaged in education With the aim of submitting a “**Declaration on the Extension of Human Rights to Education**” to the UN for voting from the **70th anniversary of the Universal Declaration of Human Rights**, and the **Article 26** which focuses on the UN Human Rights Declaration and which is to be modified/supplemented in the sense of a progressive enlargement.

With this official declaration, our institution accepts the **invitation of the project management** to cooperate in the “**Extension of Human Rights to Education**” and agrees to take over the **project partnership** for the country named below and all related tasks.

INSTITUTION/COUNTRY:

Postal Address:

Category:

Authorised Representative

First Name, Last Name:

Contact details:

Project manager

First Name, Last Name:

Contact details:

Date

Signature



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## MEMBERSHIP - ACADEMIC ADVISORY COUNCIL (COUNTRY)

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Dear Sir or Madam,

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With this clarification, our institution accepts the **invitation of the project management** to cooperate in the “**Extension of Human Rights to Education**” and declares itself as a member willing to take part in the preparation of the proposal catalog for the country named below.

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**INSTITUTION/COUNTRY:**

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**Postal Address:**

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**Category:**

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**Authorised Representative**

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**First Name, Last Name:**

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**Contact details:**

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**Project manager**

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**First Name, Last Name:**

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**Contact details:**

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**Date**

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**Signature**

## ABOUT THE PROJECT ORGANISER

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### **JOURNAL “PoliTeknik” & the ASSOCIATION FOR ALL-ROUND EDUCATION**

The “PoliTeknik” journal published its first issue in April 2014. It will be published in two months’ intervals in Turkish and will be published within the framework of the “Association for All-round Education e.V.” (Verein Für Allseitige Bildung). The newspaper has a webpage in German.

Both the PoliTeknik newspaper and the Association for All-round Education are focusing on the following themes: the possibility of interaction, communication, cooperation and constructive discourse on problem areas. The objectives are:

- Assess the importance of the mother tongue for the schooling of migrant children
- Determines the promotion and selection mechanisms of the German school system as well as the study of the advantages and disadvantages of the educational structures for the education of immigrant pupils
- Contributes and raises awareness on the debate around education
- Works on the possibility to make the prominent characteristics of German society accessible to the migrant groups and make it comprehensible.
- Based on this objective, the establishment of a platform which is targeted at:
  - Native language speaking teachers and students
  - Academics from fields of linguistics, education and literary studies,
  - Democratic organizations, public and private institutions, which promote inclusive education
  - culturally and artistically engaged institutions,





## PROJECT PARTNERS

(About 100 CONFEDERATIONS/UNIONS/INSTITUTIONS/ORGANISATIONS/EXPERTS from 4 CONTINENTS)

### BANGLADESH

*Sommilito Sramik Federation (SSF) • Bangladesh Apparels Workers Federation (BAWF) • Bangladesh Women Workers Welfare Union (BWWWU) • Bangladesh Independent Garment-Workers Union Federation (BIGUF) • Aykoto Garment Workers Federation (AGWF) • Bangladesh Songjukto Garments Sromik Federation (BSGSF) • Non Government Primary Teachers Welfare Samity • Alokito Garments Shromik Federation (AGSF) • Bangladesh National Labour Federation • Bangladeshi Garments Trade Union Federation (BGTUF) • Bangladesh Garment Textile Workers Federation (BGTWF) • Mukto Garments Sramik Federation (MGSF) •*

### BELGIUM

*Scientist Institute for Research, Training and Action on Migration - IRFAM*

### BENIN

*Organisation Béninoise des Spécialistes de la Petite Enfance (OBSPE) • Syndicat National des Enseignants des Ecoles Maternelles du Bénin (SYNAEM) • Syndicat National de l'Enseignement Primaire Public du Bénin (SNEP) • Association pour la Survie en l'Entraide des Personnes Handicapées, les Enfants Démunis et les Orphelins (ASEPHEDO) • Syndicat National des Instituteurs Acteurs du Développement pour une Education de Qualité au Bénin (SYNIADEQ) • Syndicat National de l'Enseignement Secondaire Public du Bénin (SYNESP) • Syndicat National des Personnels des Enseignements Maternel, Primaire et Secondaire du Secteur Privé du Bénin (SYNAPEMAPS-SP) • Bureau Directeur du Comité des Résidents (BD-CR) • Ass. Prof. Emile N. HOUNGBO*

### BRAZIL

*National Confederation of Workers in Education (CNTE) • Prof. Cezar Luiz De Mari (Federal University of Viçosa, Department of Education & Secretary of the Federal University of Viçosa Teachers' Union - ASPUVS. Sind)*

### CAMEROON

*Cameroonian Federation of Education Unions (FECASE) • Le Syndicat National Entente des Enseignants Publics Contracteurs du Cameroun (SYNAEEPCAM)*

### COLOMBIA

*Intergremial de Trabajadores de la Construcción y la Madera de Colombia*

### ETHIOPIA

*Arsi University*

### GABON

*Syndicat des enseignants de l'éducation nationale (SENA)*

### GAMBIA

*Defend Human Rights*

### GERMANY

*Newspaper PoliTeknik • Association: Verein für Allseitige Bildung e.V.*

### GHANA

*Ghana National Association of Teachers (GNAT) • Rev. Prof. Kankam Boadu, (Dean of the Faculty of Humanities And Social Sciences Education, University Of Cape Coast)*

### GUINEA

*Fédération Syndicale Professionnelle de l'Education (FSPE) • Coalition Nationale de Guinée pour l'Education Pour Tous (CNG-EPT)*

### HAITI

*Union Nationale des Normaliens-Normaliennes et Educateurs-Educatrices d'Haïti (UNNOEH) • The Queensland University (UQ) Human Rights*

### INDIA

*All India Primary Teachers' Federation (AIPTF) • National Coalition for Education (NCE) • All India Federation of Teachers Organizations (AIFTO) • Prof. Sanjoy Roy (University of Delhi) • All India Secondary Teacher's Federation (AISTF)*

### IRAQ

*Kurdistan Teachers Union (KTU)*

### ITALY

*Italian Association of Psychology (AIP)*

### IVORY COAST

*Syndicat National des Enseignants du Second Degré de Côte D'Ivoire (SYNESCI) • Syndicat National des Formateurs de l'Enseignement Technique et de la Formation Professionnelle SYNAFETP-CI • Syndicat Libre des Enseignants du Secondaire Général, Technique et Artistique de Côte d'Ivoire*

### KENYA

*Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA) • Kenya Building, Construction, Timber, Furniture and Industries Employees Union (KBCFTA) • Kenya Union of Hair and Beauty Workers (KUHBWO)*

### LESOTHO

*Progressive Association of Lesotho Teachers Palt*

### LIBERIA

*Joseph Kwiwalasu*

### MADAGASKAR

*University of Toliara*

### MALAWI

*Private Schools Employees Union of Malawi (PSEUM)*

### MALAYSIA

*Prof. Vishalache Balakrishnan*

## PROJECT PARTNERS

(About 100 CONFEDERATIONS/UNIONS/INSTITUTIONS/ORGANISATIONS/EXPERTS from 4 CONTINENTS)

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### MAURITANIA

*Union des Travailleurs de Mauritanie (UTM)*

### MAURITIUS

*Mauritius Trade Union Congress (MTUC) •  
State and Other Employees Federation*

### MOZAMBIQUE

*Prof. Duarte Patricio Rafael*

### NAMIBIA

*Teachers Union of Namibia*

### NEPAL

*Nepal National Teachers' Association (NNTA)  
General Federation of Nepalese Trade Unions  
(GEFONT) • Kathmandu University School of Law*

### NIGER

*Syndicat National des Agents de la Formation et  
de l'Éducation du Niger (SYNAFEN) • Syndicat  
National des Travailleurs de l'Éducation du Niger  
(SYNTEN)*

### NIGERIA

*Amalgamated Union of Public Corporations,  
Civil Service Technical and Recreational Services  
Employees (AUPCTRE) • Empowerment and  
Education Self-Help Initiative (EMPED) • National  
Association of Academic Technologists (NAAT)*

### RWANDA

*Syndicat des Enseignants et Autres Personnels  
(SYNEDUC)*

### SOMALIA

*Somalia National Union of Teachers (SONUT)*

### SPAIN

*Seminari Ítaca d'Educació Crítica (SIEC) • Unió  
Sindical dels Treballadors d'Ensenyament de  
Catalunya (USTEC) • STES Intersindical*

### SRI LANKA

*Union of Sri Lanka Teachers Solidarity (USLTS)*

### SOUTH AFRICA

*South African Democratic Teachers' Union  
(SADTU) • National Education, Health and Allied  
Workers Union (NEHAWU) •  
Dr. Rasigan Maharajh • Prof. Martha Matashu*

### TOGO

*Synergie des Élèves et Étudiants du Togo (SEET)*

### TUNISIA

*Syndicat Général des Inspecteurs de l'Enseignement  
Primaire (SGIEP) • Fédération Générale des  
Mineurs Tunisiens - FGMT*

### TURKEY

*Teachers Union Egitim-Sen • Civil Servants'  
Union of Agriculture, Forestry, Husbandry and  
Environment Sectors (TARIM ve ORMAN IS) •  
Private Sector Teachers' Union of Turkey*

### UGANDA

*Uganda Liberal Teachers' Union (ULITU) •  
Uganda Private Teachers Union (UPTU) • Private  
Teachers' Platform Uganda • Uganda Textile,  
Garment, Leather and Allied Workers' Union  
(UTGLAWU)*

### USA

*Prof. Dr. Ángel Martínez (from the CUNY) •  
Prof. William M. Epstein (Professor Emeritus,  
College of Urban Affairs, University of Nevada/Las  
Vegas)*

### VENEZUELA

*Otras Voces en Educación (Prof. Luis Bollina Molina)*

### ZIMBABWE

*General Agriculture and Plantation Workers Union  
of Zimbabwe (GAPWUZ) • Zimbabwe Diamond  
and Allied Minerals Workers Union*





**PoliTeknik**  
Tel.: (+90) 543 227 66 29  
info@politeknik.de  
www.politeknik.de  
Postfach 25 03 48  
40092 Dsseldorf



**Verein fr Allseitige  
Bildung e.V.**  
Tel.: (+90) 543 227 66 29  
info@politeknik.de  
Postfach 25 03 48  
40092 Dsseldorf