

**EXTENSION OF
HUMAN RIGHTS
TO EDUCATION**

**PILOT PROJECT
in the
REPUBLIC OF
SOUTH AFRICA**

**INVITATION
TO THE DEMOCRATIC MASS ORGANISATIONS
OF THE REPUBLIC OF SOUTH AFRICA**





RSA PILOT PROJECT UDHR ARTICLE 26

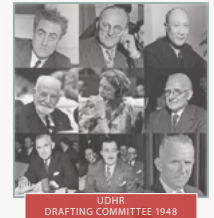
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Tshwane University of Technology

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Project Extension of Human Rights to Education Invitation to join the “RSA PILOT PROJECT” - Progressive Modification of the UDHR ARTICLE 26” -

Dear Representatives of the Democratic Mass Organisations
of the Republic of South Africa,
Dear Colleagues and Comrades,
Dear Sir or Madam,

We solemnly announce the START of the pilot project for our engagement called **Extension of Human Rights to Education (PROJECT ARTICLE 26)**. The Republic of South Africa (RSA) has been selected as the pilot project country by partners from more than 20 countries from all around the world.

The Project “**Extension of Human Rights to Education**” has been conceptualised for various social actors involved in the struggle for rights to education to 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 Universal Declaration of Human Rights (UDHR)** which is to be modified/supplemented in the sense of a progressive enlargement. The submission of the Declaration to the UN 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**”.

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.*

<http://www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng>



Project Extension of Human Rights to Education

PROJECT GOAL

The Project "Extension of Human Rights to Education" has been conceptualised for various social actors involved in the extension of human rights to education to 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 Universal 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.

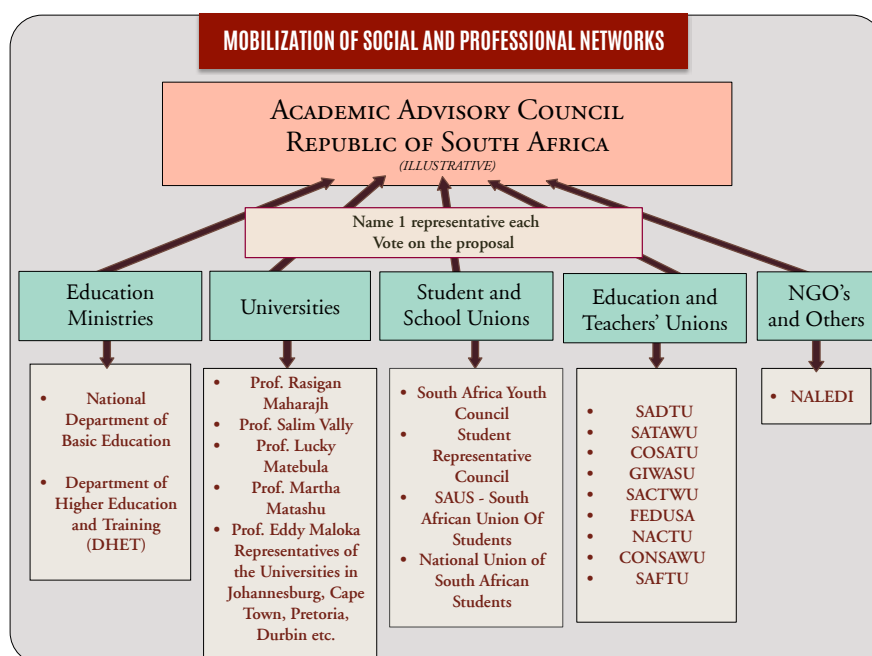
This series drew participation from education unions, scientists and students from Germany, Turkey, Switzerland, United States of America, Cuba, India, Australia, Greece, Chile, Brazil, Spain and Costa Rica. The ideas and suggestions presented in the articles are diverse and wide-ranging. The contributors 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.

The pilot project will confront us with a dynamic process. As we build a very interesting moment together, we will also be witnesses to this moment. We will have witnessed a rare event in history. Global actors and masses of people with aligned interests will come together to formulate the right to education as a human right in perhaps its most comprehensive sense, and, more importantly, to defend that right themselves. It is not surprising that listening to the first pulses of such a moment in South Africa should have an extraordinarily positive connotation for those who know the history of resistance of RSA and are eagerly awaiting liberation.

So how will the pilot project work?

In the first instance, we will take steps to create what we have labelled above as the **National Academic Advisory Council (RSA-NAAC) for South Africa**. Our sample image is as follows:



So, for example, the formation of an **RSA-NAAC**, which **SADTU** and **comrades Prof. Rasigan Maharajh** and **Prof. Martha Matashu** will coordinate with our help, will be announced to the nationally selected constituents and they will be invited to participate by sending a representative to the **NAAC**.



This process will last until the end of 2024. By that date, a sensitisation among national stakeholders will have been achieved and the groundwork for the RSA case study will have been prepared.

Then, together with the RSA-NAAC, we will start to draw the main lines of discussion. Our partners from more than 40 countries will follow this process very closely and will be responsible for the tasks to be assigned if necessary.

What could be the content of this discussion? Let's list the topics that come to our minds to give an idea:

- *The human rights - are they finally definable?*
- *What is the „human nature“?*
- *Is the market conformity of education not at the same time its inescapable limitation?*
- *Is the human being reduced to wage dependency not already disconnected from „human rights“?*
- *The Link between Unskilled Labour Requirement and Exclusion from Education*
- *Education transformations driven by international organizations*
- *Illegitimate interventions in education policy at national and international level*
- *Right to education in conflict zones*
- *Economic crisis and its effects on the Right to Education*
- *The erosion of the international law and its effect on the right to education*
- *Interdependence of national independence, Industrialization and Educational Progress*
- *Elite education or qualitative education without competition?*
- *Which interests are absolutely opposed to a “qualitative education for all“?*
- *Democratization of the UNO - Is a Reform Enough for a Substantial Change or do we need a voice, vote and veto right of the working class?*
- *The idea of relocation of the UN headquarters*
- *Democratization of the digital world*
- *a) Definition of education b) Quality of education c) Costs of and access to education d) Providers of education e) Duration of education f) Implementation of the declaration g) Other points (max. 10 pages)*

LIST of the PROJECT PARTNERS

BANGLADESH

Sommilito Sramik Federation (SSF)
 • Bangladesh Apparels Workers Federation (BAWF) • Bangladesh Women Workers Welfare Union (BWWWU) • Bangladesh Independent Garment-Workers Union Federation (BIGUF) • Aykota 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)
 • Ass. Prof. Aynul Islam

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)

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 - ASPUV S. Sind)

CAMEROON

Cameroonian Federation of Education Unions (FECASE) • Le Syndicat National Entente des Enseignants Publics Contracteurs du Cameroun (SYNAEEPCAM) • Education Sustainability and Vocational Development Initiative • Association Communautaire Pour Le Developpement Et Le Bien-Etre (ACODEB)

COLOMBIA

Intergremial de Trabajadores de la Construcción y la Madera de Colombia • Prof. Dr. María Isabel Villa Montoya (from the University of EAFIT)

CYPRUS

Cyprus Turkish Teachers' Trade Union (KTOS)



The **RSA-NAAC** constituents will have the opportunity to put forward their proposals on the above and/or similar issues at different consultation meetings. Depending on the frequency of the consultation meetings, by the end of **2025 or January 2026**, a catalogue of proposals for the progressive reformulation of Article 26 of the UDHR will be drafted by the **RSA-NAAC**.

The process will be accompanied by the **ACADEMIC ADVISOR BOARD (AAB)**, the main academic working group of our project **Extension of Human Rights to Education**.

MEMBERS (16)

- *Prof. Dr Michael Winkler - Germany*
- *PoliTeknik - Represented by Zeynel Korkmaz*
- *Prof. Dr. Vernor Muñoz - Former UN Special Rapporteur on the Right to Education - Costa Rica*
- *Prof. Dr Heinz Sünker - England, 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. Dr Xavier Diez - Spain*
- *Prof. Rasigan Maharajh - South Africa*
- *Prof. Dr Michael Klundt - Germany*
- *Prof. Dr Peter Rödler - Germany*
- *Prof Enrique Diez - Spain*
- *Prof. Martha Matashu - Sudáfrica*
- *Prof. Sanjoy Roy - India*

Going back to the image above, which shows as an example how a catalogue of proposals for the RSA can be based on a strong representation of universities and the **Congress of South African Trade Unions COSATU**.

The University of the Witwatersrand is one of the leading universities in Johannesburg. Like any university, it has numerous faculties, departments and chairs in social sciences, law, education, psychology and many other disciplines related to our project. A search on the university's website reveals, for example, the UNESCO Chair in Teacher Education and a list of several professors. A letter could therefore be written to the rector, deans and/or chairs informing them of

EGYPT
Egyptian Center for Education Rights (ECER) • Independent Teachers Union of Egypt (ISTT)
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. • Research Centre Childhoods.Societies
GHANA
Ghana National Association of Teachers (GNAT)
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) • Prof. Santoshi Halder (University of Calcutta) • All India Federation of Teachers Organizations (AIFTO) • United Teachers Association (UTA-Uttar Pradesh) • Rajkiya Madhyamik Shikshak Sangh • Brihanmumbai Shikshak Sangh (BMSS) • Prof. Sanjoy Roy (University of Delhi) • All India Secondary Teacher's Federation (AISTF) • Andhrapradesh primary teachers Association (APPTA)
IRAN
Cooperative Council of Iranian Teachers Trade Associations (CCITTA)
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 National Union of Teachers (KNUT) • Kenya Union of Hair and Beauty Workers (KUHBWO)
LESOTHO
Progressive Association of Lesotho Teachers Palt
LIBERIA
Consortium of Education Defenders of Liberia (COEDEL)



could therefore be written to the rector, deans and/or chairs informing them of the pilot project and inviting them to participate. In this way, experts from different fields within a university can be invited to participate in the pilot study and this method can be replicated in other leading universities in the country: Cape Town, Pretoria, Stellenbosch, KwaZulu-Natal, Western Cape, North West, etc. Reaching out to the student unions in these universities would also be a great achievement, and there are many member unions of COSATU, the Congress of South African Trade Unions. The involvement of COSATU, which encompasses workers from different sectors, would provide an enormous and indispensable opportunity to give the catalogue of proposals a broad base of legitimacy. We can imagine how valuable, democratic and effective a catalogue of proposals reflecting the demands of workers in education, health, mining, energy, textiles, forestry, agriculture, transport, etc. would be.

The Academic Advisory Council (RSA-NAAC) that we will set up in South Africa could be centred in a central location, and could provide an umbrella for representatives of all the structures that it will cover, for example the Headquarters of SADTU.

In addition, different organisations could host academic and organisational discussions based on topics to be identified. For example, representatives could convene at the University of Johannesburg at the invitation of Prof. Salim Valley on the following topic:

The Interdependence of National Independence, Economic Development and Progress of the Education Systems.

For example, in a meeting organised by COSATU, the following topics could be discussed:

- *Is the human being reduced to wage dependency not already disconnected from “human rights“?*
- *The Link between Unskilled Labour Requirement and Exclusion from Education*

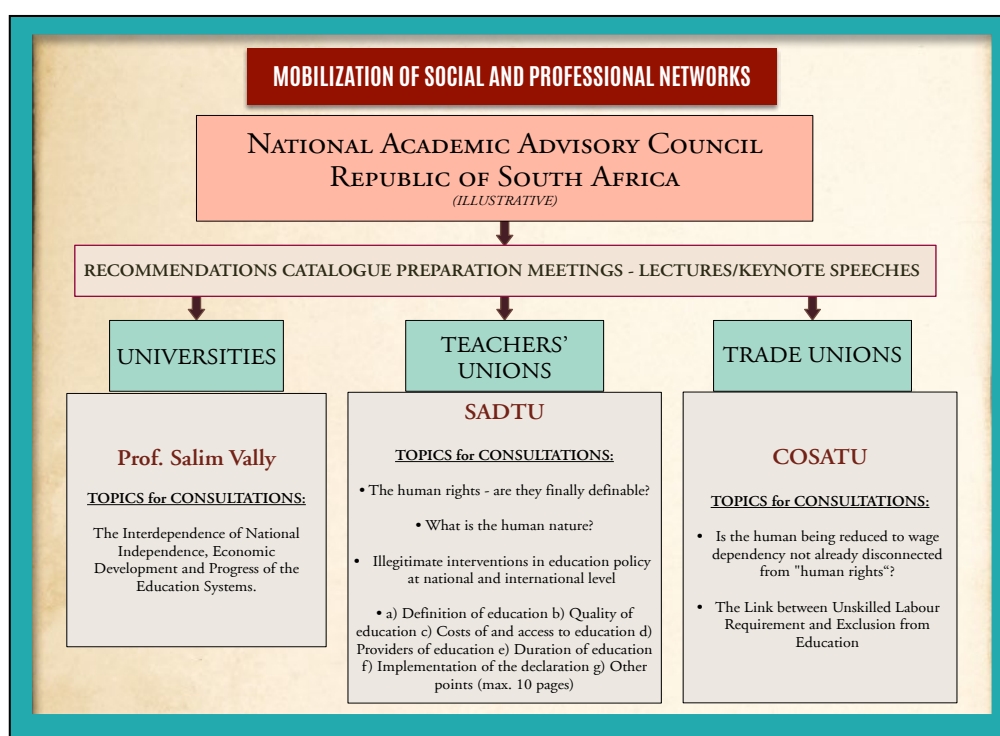
The ideas that come to the fore and are agreed upon at the meetings will be formulated into articles for the declaration.

MADAGASKAR
University of Toliara
MALAWI
Private Schools Employees Union of Malawi (PSEUM)
MALAYSIA
Prof. Vishalache Balakrishnan
MAURITANIA
Union des Travailleurs de Mauritanie (UTM)
MAURITIUS
Mauritius Trade Union Congress (MTUC) • Dr. Avinash Ojorah
MEXICO
The National Union of Education Workers of Mexico (SNTE)
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'Education du Niger (SYNAFEN) • Syndicat National des Travailleurs de l'Education du Niger (SYNTEN) • Alliance Globale Pour l'Education Et Le Developpement (AGEDE)
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)



RECOMMENDATIONS CATALOGUE PREPARATION MEETINGS

- Starting with Keynote Speeches on specific topics
- Continuing with: Members of the Academic Council come together to discuss the specific topics from the own point of view. This is itemised and presented to a team that will formulate the catalogue of recommendations. It is conceivable that this team is a local team (RSA-NAAC) and that the task could be carried out with the AAB.
- The draft text will be submitted to all democratic mass organisations participating in the NAAC for a vote.



** It is important to note that this pilot project for the modification of Article 26 could take on the character of an Education Programme/Policy formulated and advocated by democratic mass movements for the Republic of South Africa. This is an important aspect of the pilot project.*

RWANDA

Syndicat des Enseignants et Autres Personnels (SYNEDUC) • Rwanda Extractive Industry Workers Union • Syndicat du Personnel de l'Éducation Au Rwanda (SYPERWA)

SOMALIA

Somalia National Union of Teachers (SONUT)

SPAIN

Trade Union of Education Workers (FECCOO) • Seminari Itaca d'Educació Crítica (SIEC) • Unió Sindical dels Treballadors d'Ensenyament de Catalunya (USTEC) • STES Intersindical

SRI LANKA

Union of Sri Lanka Teachers Solidarity (USLTS) • All Ceylon Union of Teachers (ACUT) • All Ceylon Union of Teachers Government (ACUT-G)

SOUTH AFRICA

South African Democratic Teachers' Union (SADTU) • Prof. 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)

UGANDA

Uganda Liberal Teachers' Union, (ULITU) • Uganda Private Teachers Union (UPTU) • Private Teachers' Platform Uganda • Uganda Textile, Garment, Leather and Allied Workers' Union (UTGLAWU) • Workers in the Informal Economy Network (WIENU)

USA

Prof. Dr. Ángel Martínez (from the CUNY)

VENEZUELA

OtrasVoces en Educación (Prof. Luis Bollina Molina)

ZIMBABWE

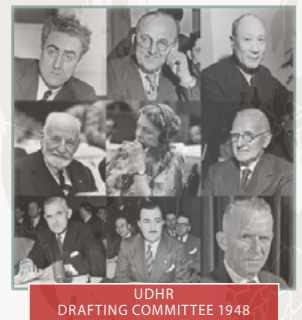
General Agriculture and Plantation Workers Union of Zimbabwe (GAPWUZ)



• RECOMMENDATIONS CATALOGUE FINALISATION

It is always envisaged that international organisations will be invited to the consultation meetings, for example:

- *United Nations, UNESCO*
- *Education International*
- *World Federation of Trade Unions - WFTU*
- *International Trade Union Confederation*
- *IndustriAll Global Union*
- *Building and Wood Workers' International*
- *International Transport Workers' Federation*
- *International Union of Domestic Workers*
- *La Via Campesina International Peasant Movement.*



**WISHING THAT THE PILOT PROJECT
WILL DEEPEN THE UNITY AND SOLIDARITY
BETWEEN THE LOCAL & INTERNATIONAL
VOLUNTEER WORKERS**

Dr. Rasigan Maharajh

Chief Director of the
Institute for Economic
Research on Innovation at
Tshwane University of
Technology

Prof. Martha Matashu

School Director of
Commerce and Social
Studies in Education
North-West University

Zeynel Korkmaz

PoliTeknik Magazine
General Coordinator of the
Project Article 26

POSITION OF
SOUTH AFRICAN DEMOCRATIC
MASS ORGANISATIONS IN FAVOUR
OF A CONTEMPORARY AMENDMENT
OF ARTICLE 26 OF
THE UNIVERSAL DECLARATION OF
HUMAN RIGHTS



SAMPLE COVER

THE WILL OF THE PEOPLE
ON A BROAD LEGTIMACY
BASE IN SOUTH AFRICA
IS REFLECTED IN THIS
DOCUMENT





PROJECT EXTENSION OF HUMAN RIGHTS TO EDUCATION

