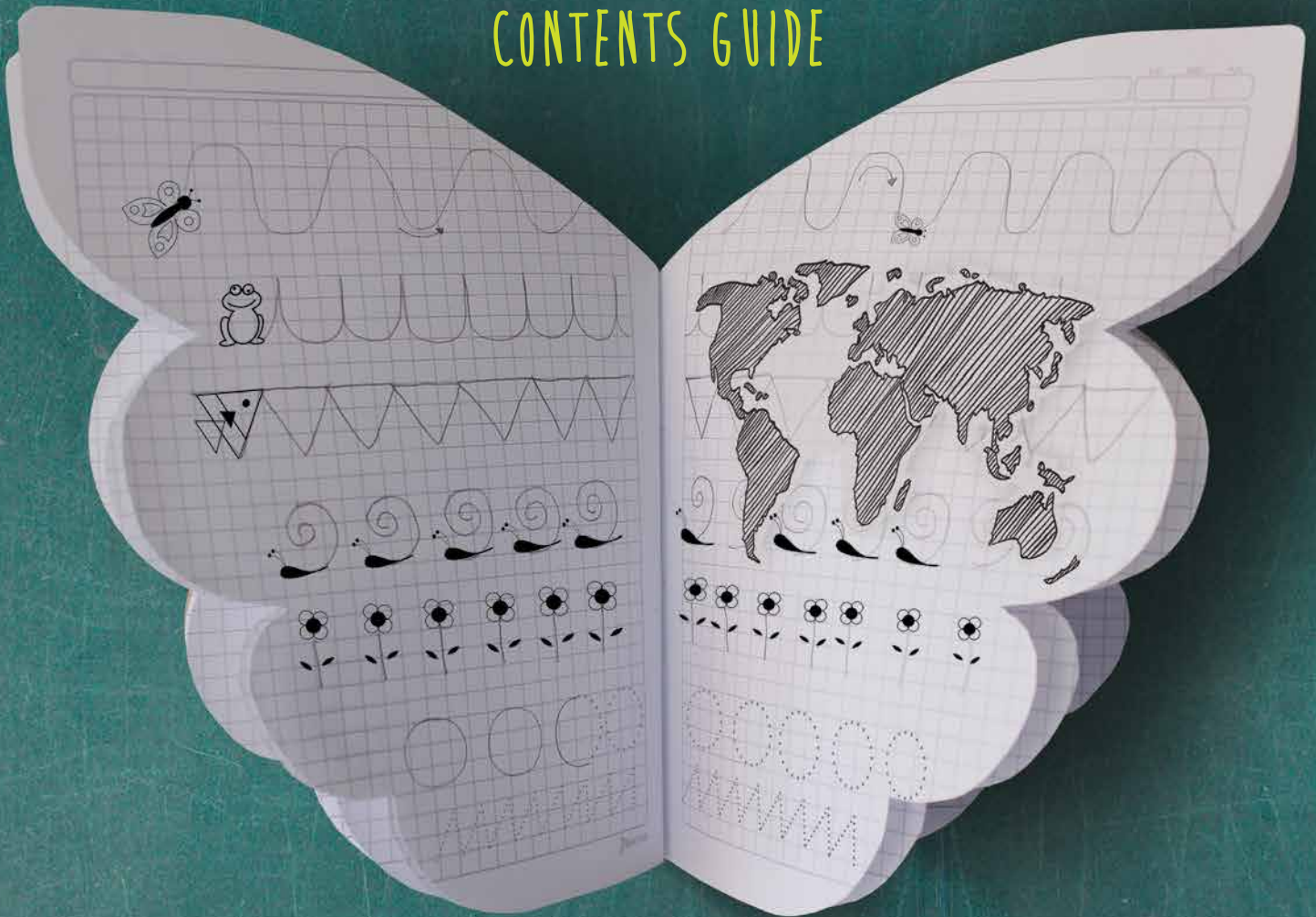



# RIGHT TO EDUCATION, RIGHT TO HOPE

## CONTENTS GUIDE



Everyone has the right to a quality education 



**RIGHT TO EDUCATION, RIGHT TO HOPE**, is an awareness raising campaign promoted by the Global Ignatian Advocacy Network (GIAN) for the right to education. You can follow the campaign on [www.edujesuit.org](http://www.edujesuit.org) where you will find resources available in English, French, Spanish and Portuguese. You may contact us by writing [info@edujesuit.org](mailto:info@edujesuit.org) and we will send you the files so you may print the resources of your choice.

## **EDUJESUIT.ORG**

It is a space for communication and participation within GIAN - NETWORK FOR THE RIGHT TO EDUCATION where people and organizations committed to the defence and promotion of the right to education may share their experience and work together to achieve the universality of this right within the framework of the United Nations Sustainable Development Goals.

## **THE GLOBAL IGNATIAN ADVOCACY NETWORK FOR THE RIGHT TO EDUCATION**

We are a group of Jesuit organizations working in education projects and we have decided to join efforts and means in the advocacy field to promote the political and cultural changes needed to achieve the right to a lifelong learning quality education for everyone without any sort of discrimination.



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# THE CAMPAIGN



Everyone has the right to a quality education 

## OBJECTIVES

- Understand the relevance of education as a Human Right for all the people and as the driver for other rights.
- Raise awareness regarding our responsibility in the defence, promotion and demand of every person's right to a lifelong inclusive and quality education.
- Learn about the challenges and the global situation of inequality and unfairness in the fulfilment of the right to education.

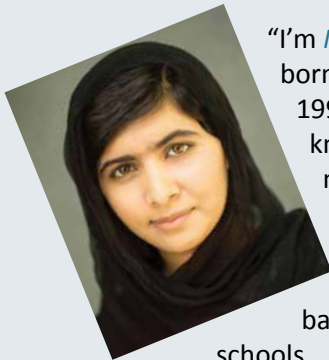
Focusing on children and youth from 4 to 18 years of age, on teachers and educators from Jesuit educational and social centres, and everyone interested in reflecting on the right to education from communities and parishes.

## KEY IDEAS

- Education is a universal human right.
- Everyone has the right to a quality education, not just any education.
- Education must be available, accessible, adaptable and acceptable to all.
- Denying this right implies exclusion and poverty.
- Guaranteeing the right to education to all people is possible, we must make it possible.
- It is our personal and collective responsibility.
- It is possible to make it a reality, but we will only achieve it if everyone is committed.

“These are our most powerful weapons:  
A child, a teacher, a book and a pencil can change the world”

*Malala Yousafzai*



“I’m **MALALA YOUSAFZAI**, I was born in Pakistan on July 12th 1997 and I am Pashtu. You know me for my fight and my commitment to civil and women’s rights in the Swat Valley, where the Taliban regime has banned girls from attending schools.

When I was 13 years old, I wrote a blog for BBC under my pseudonym, Gul Makai, describing my life under the regime and how I was fighting for the re-establishment of the right to education, among other rights. On 9 October 2012, I suffered a terrorist attack linked to the Taliban. I had left the school and I was waiting with some friends for the bus that would take us home. This is when a man with a rifle came up to me and shot me on my head and neck. I managed to survive, I have undergone several surgeries, but by age 14 I had become a supporter for the right to education.”

*MALALA YÚSAFZAI was awarded the Nobel Peace Prize in 2014, at age 17, which she shared with Kailash Satyarthi, an Indian activist. She became the youngest person to win the Nobel Prize in any of its categories. She donated the money from the award for the construction of a school for girls in Pakistan.*



“I am **KAILASH SATYARTHI**, I was born in 1954 in India, I come from a high caste family. I studied electric engineering but I soon dropped out of my career as an engineer to focus on social change. I opened my eyes to the reality of injustice when I was just six years old, on my first day of school. I saw a boy my same age on the stairs to school with his father who was cleaning and repairing shoes, but he didn’t go to school. I saw him every day. One day, I decided to ask the shoemaker why his son didn’t go to school: “My father was a shoemaker, just like my grandfather. We were born to work, just like my son.” His reply failed to convince me, as did the response I got from my parents, my teacher and the school headmaster. So I decided to take action, and when I was just 11 years old, I created a used textbook library for families who couldn’t afford their children’s tuition.”

*Since then, KAILASH SATYARTHI has fought in favour of childhood rights, against child slavery and human trafficking. He founded Bachpan Bachao Andolan (Save Childhood Movement), a powerful social initiative and served as President of the Global Campaign for Education for many years, a movement that brings together organizations from over 110 countries.*

*He has suffered several attacks yet he has never abandoned his fight.*

*“Everyone has the right to education”* stated the beginning of Article 26 of the Universal Declaration of Human Rights. And continues by saying: “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. 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. Parents have a prior right to choose the kind of education that shall be given to their children.”

This declaration did not imply the ending of the development of the rights established therein. Today we still need committed people to achieve an *Education for Everyone*.

We should not stop at proclaiming this right, but it is essential to be committed to work to turn it into reality for every person and every society. The conquest of this right is achieved by many people and organizations. You can be one of them, as teacher, educator, community worker, counsellor, father or mother. *We are part of this long chain* that has favoured and promoted the achievement of this basic right.

Basic and quality education and covering the basic needs for learning of all the people in the world are achievable goals that we can attain.

I LEARN,  
YOU LEARN...

“I was born in Bajo Piura, I am now 68 years old and my childhood was very sad. I never knew what play was, my life was just work. We would say: this is how it is, we have to endure this, we have to resist. What could I know? Such is life. After living this childhood, these early years in which we were slaves, enduring this darkness and this evil came change. I began to understand that life wasn’t this way.

I began to learn. I learned. Wow! I was so happy! I started learning my ABCs, and I suddenly started forming syllables. I could read! Spelling out one letter after another. This, indeed, was my birth. A very very rich birth, because I had learned to read, I learned to connect with people. Now I know many things. I have been a midwife, I’ve saved babies. Now I am rich, compared to when I was a girl. Now I am. I am proud of what I know. A light!”

*Chela, former student of a literacy programme in Fe y Alegría Peru*

We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important.

*Education 2030. Incheon*  
Declaration - World Education Forum 2015



# WHEN IS THE RIGHT TO EDUCATION TRULY FULFILLED?

Access to school is a first step, but it does not mean that we have achieved the goal of education. We must also understand that not every education is inherently good. For example, a discriminatory education, regardless of the type of discrimination, is violating the right to education.

Katarina Tomasevski, former United Nations Special Rapporteur on the right to education drafted an analysis report in 2001 assessing the degree of compliance with this right of the Member States. This scheme is known as the *4A framework*, which corresponds to the four dimensions starting by A: *Availability, Accessibility, Acceptability and Adaptability*. This scheme proposes a framework for the right to education with four essential dimensions and the common obligations for every country.

More specifically, the Member States are required to make education *available, accessible to all without discrimination; education must be acceptable in terms of quality and be culturally appropriate and adapted to the specific needs of the communities*.

## Obligations of the Member States in regards to the right to education

### Dimensions of the right to education

### Obligations of the States

#### *Availability*

▶ Having the sufficient amount of operating institutions and educational programmes and with the necessary conditions.

#### *Accessibility*

▶ The institutions and educational programmes must be accessible to all, without any sort of discrimination, including physical, economic and geographic accessibility.

#### *Acceptability*

▶ Both the form and the content of education, including the curriculum and the teaching methods, must be relevant and of good quality, in compliance with the interests of children, this includes a safe and healthy environment. It must focus on dignity, respect, coexistence and harmony with nature.

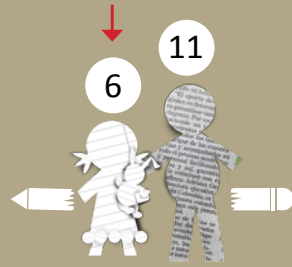
#### *Adaptability*

▶ Education must be flexible, so it can adapt to the changing needs of society and communities, responding to the needs of the students in their cultural and social context.

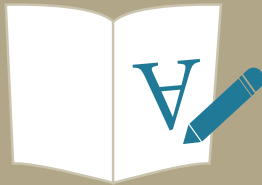
*Source:* Adapted from K. Tomasevski (2001)

As time has gone by, other actors have included a fifth *A for Accountability*, demanding the State to comply with its obligation to be accountable to the citizens of what they are doing to guarantee the right to education for everyone.

# BECOMING



There are **59 million** unschooled boys and girls (between 6 and 11 years of age), of which 53% are girls?



**781 million** adults cannot read nor write?



**1 out of 4** boys and girls in conflict areas do not go to school?



**40%** of global population lacks access to education in a language they speak or even understand?

**DID YOU KNOW**  
that in **2016...**

Behind these figures, there are many people who are being denied a basic right;  
**the right to education.**



**124 million** boys and girls in the world will not be able to finish primary education and many of those completing it will not acquire basic competences due to the low quality of their education?



**1 out of 6** adolescents (aged between 12 and 15) are not in school, adding to a total of **65 million** people?



**1 out of 8** youth are unemployed?



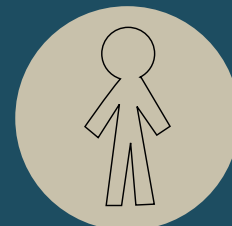
# AWARE OF REALITY

WHAT  
POPULATIONS  
ARE SUFFERING  
GREATER EDUCATIONAL  
EXCLUSION?

People living in isolated rural areas.



People living in poverty (poor children have 4 times less chances to go to school than richer children).



People with special needs because they have some sort of handicap (close to 150 million minors have some sort of disability).



People from minority ethnic groups.



Girls and women (2 of 3 illiterate adults are women).



People who are forced to abandon their homes, migrants, refugees or displaced people.



People living in conflict areas.



We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, with-in a lifelong learning approach.

*Education 2030. Incheon*  
Declaration - World Education Forum 2015



## CONSEQUENCES DERIVING FROM THE LACK OF ACCESS TO QUALITY EDUCATION

- ❁ People excluded from the education system **lack the necessary opportunities** to achieve the full development of their personality.
- ❁ Insufficient development of the abilities for life and the resolution of problems **affecting relationships and decision-making**.
- ❁ Decrease in the school life expectancy and **increases dropping out of the education system**.
- ❁ It feeds the vicious circle of marginalization and poverty, **increasing inequality**.
- ❁ Limitation of the opportunities of stable and pleasurable work, increasing frustrations deriving from not being able to meet natural support expectations and help for families and the feeling of not providing to society at large.
- ❁ **Contributes to the impoverishment of societies**, affecting their growth and well-being as a country.
- ❁ They turn to violence to solve conflict with a higher frequency.
- ❁ **Promotes passive and non-critical citizenship** with higher possibilities of accepting corrupt governments.

*Source:* Adapted from Catalina Turbay Restrepo (UNICEF, 2000), El Derecho a la Educación (The Right to Education).

**IT IS POSSIBLE TO REVERSE THIS SITUATION** and the timeline we have to achieve an inclusive, fair and quality education and a lifelong learning for everyone is...

2015

2020

2025

2030

What's the pathway?...



"The benefits of education impregnate all fields of life, from birth. If we want to eradicate poverty and hunger, improve health, protect our planet and build more inclusive, stronger and peaceful societies we must provide everyone access to quality lifelong education, paying special emphasis on the opportunities of women and girls. The proof is undeniable: education saves lives and transforms them; it is the base for sustainability. Therefore, there must be collaboration between all the sectors of development so education is a universal right."

*Irina Bokova, Unesco Director General*

“Education is a fundamental right and the base for the progress of any country. The challenges of the eradication of poverty, the fight against climate change and the achievement of a truly sustainable development in the following decades demand us to act together. With collaboration, leadership and correct investments in education we can transform the lives of people, the economies of countries and our world at large”.

*Ban Ki-Moon, Secretary-General of the United Nations*

**SUSTAINABLE DEVELOPMENT GOALS**  
17 GOALS TO TRANSFORM OUR WORLD



In September 2015, all the UN Member States approved the 2030 Agenda for Sustainable Development, which includes a set of 17 Goals to Transform Our World to end poverty, fight inequality and injustice and face climate change. For the first time in history, it is recognized that Development can only be achieved from the commitment of all the Member States to work together.

It is a universal Agenda, created with the participation of all and must be implemented and fulfilled by ALL the countries, both developed and developing.

## COMMITMENTS OF THE INTERNATIONAL COMMUNITY

*The relative goal of education in the Global Agenda for Sustainable Development is goal 4, by which all signing countries commit to guaranteeing an inclusive, equitable and quality education, promoting lifelong learning opportunities for everyone by 2030.*

After the failure of the Decade for Education (1990-2000), the Dakar World Education Forum (2000) established six great goals to guarantee Education for All, which should have been achieved by 2015. Despite the advances of the past 15 years, the truth is that Education for All has not been achieved and the Member States have had to sign a new agreement to review the *unfulfilled commitments* and update an international agenda to include new ones.

In May 2015, the Ministers of Education, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector signed the INCHEON DECLARATION - EDUCATION 2030, and in November 2015 the UNESCO *Assembly approved the Initiative Framework. Equitable and inclusive quality education and lifelong learning for all* by 2030, establishing the guidelines and necessary goals to achieve the forth Sustainable Development Goal.



# 4 QUALITY EDUCATION

- ✿ Education as a RIGHT
- ✿ Educational INCLUSION
- ✿ The need for EQUITY
- ✿ QUALITY
- ✿ LIFELONG learning

## And it translated into aspects such as:

1. An understanding of education and development based on Human Rights, dignity and social justice, inclusiveness, protection, cultural, linguistic and ethnic diversity, and shared responsibility and accountability.
2. Education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development.
3. Overseeing a quality, equitable, free and publicly-funded primary and secondary education for 12 years (of which 9 at least are mandatory). At least one year of quality, free and mandatory pre-school.
4. Challenging exclusion and discrimination in all its forms, especially in the case of handicapped people.
5. Elimination of discrimination and violence due to gender.
6. Well educated teachers, paid, motivated and with sufficient resources.
7. Provide answers to the population affected by conflicts, crisis, and violence against educational institutions, natural disasters or pandemic.
8. Make use of ICT to strengthen education systems.
9. Significantly increase the support to education in situations of humanitarian crisis.
10. Increase public expenditure in education, efficiently allocating between 4% and 6% of GDP, at least, or between 15% and 20% of the total public expenditure.

# 1

## INCREASE THE NUMBER OF SAFE, PEACEFUL AND INCLUSIVE EDUCATION CENTRES.

- ✿ Centres that are accessible to all and responding to the needs of people with disabilities.
- ✿ These spaces should protect students and teachers alike, being free from violence.
- ✿ Centres with appropriate infrastructures: water, electricity, accessible bathrooms that are gender separated.
- ✿ Build sufficient non-formal and adult education centres and equip them with the essential resources for lifelong learning, such as ICT.

# 2

## GUARANTEE APPROPRIATE LEARNING MATERIALS AND SCHOOL FURNISHINGS AND INCREASE THE AMOUNT OF SCHOLARSHIPS

# WHAT MUST COUNTRIES DO TO ACHIEVE THE EDUCATION GOALS BEFORE 2030?

# 3

## INCREASE THE OFFER OF QUALIFIED TEACHERS

- ✿ 3.2 million additional teachers to guarantee universal primary education
- ✿ 5.1 million to achieve universal first cycle of secondary school.
- ✿ It is necessary to attract the best and most motivated teachers, guaranteeing they will work where they are most needed.
- ✿ Improve work conditions matching salaries to those of other professions requiring similar qualification levels.
- ✿ Grant all the teachers a quality education before beginning their work, as well as the professional development and continuous support.

# 4

## GUARANTEE THE NECESSARY INVESTMENT IN EDUCATION

- ✿ Each country must efficiently assign at least 4-6% of the Gross Domestic Product and/or at least 15-20% of the national budget to education.
- ✿ Additionally, UNESCO estimates that the international community must pay 22 billion dollars per annum to cover the current deficit (which equates to 4.5 days of the annual military expenditure).

# BUT, ESPECIALLY, WHAT WE NEED MOST IS POLITICAL WILL AND THE COMMITMENT OF SOCIETY AT LARGE

Education is the responsibility

“It is necessary to cry out in favour of education for all. It is essential to convince with data and figures that education is the most important condition for promoting progress. It is necessary to persuade people that we all have sacred responsibilities regarding the comprehensive education of our people.”

José María Vélaz S. J., Founder of Fe y Alegría (Faith and Joy). Twelve short radio speeches, 1968.

- 1 OF THE STATE. Enforcing the right to quality education for everyone is the State’s priority responsibility. They are required to guarantee the equality with which the resources are distributed and administrate them efficiently. But society is co-responsible and should also become involved in the achievement of this right.
- 2 AND SOCIETY AT LARGE, which should participate actively in the definition of the purposes of education, the search for solutions to the problems education systems are facing, drafting of policies and monitoring their performance.



SOME INTERESTING REFERENCES:

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# Join us!

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