

## EDUCATION AND DEVELOPMENT

*Anna Maria Donnarumma (Prodocs)*

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Education is a fundamental human right and therefore should be guaranteed not only in respect of the principle of equality for every person accessing to it, but also of the principle of equality in the starting human conditions and outcomes opportunities so that every person, without any distinction, may develop his potentiality and achieve the desired goals for his life project. It is evident the close relationship between education and development to the extent that this has been also recognized at the international level as a fundamental right in 1975.

Equality of opportunity, guaranteed as a right, ought to be connected to the principle of educational equity, that is, access to all the possibilities and opportunities that society offers to each person according to their potentiality and ability with no exclusion. The right to education becomes the key to the enjoyment of all other human rights and should be effective without any discrimination, including the right to freedom of opinion, expression and participation in building one own community. In this regard, it is an individual guarantee and a social right, whose highest expression is the person acting as citizen. Here appears the close link between social human rights and civil/political human rights. The splitting of these two areas would make the same rights difficult to recognize, thus they ought to be constructed (based on the capabilities theorized by Sen) through transversely to every sphere of society, with all due respect for organizational pluralism and different identities.

In this regard we speak today of Development Education and Awareness Raising (DEAR) to understand and learn to know how to live in our ever-changing contexts. They require information and awareness that involve some crucial elements: critical thinking, global inter-linkages, value-based, working on skills/dispositions/competencies.

It is important to develop awareness and critical consciousness among citizens to get confidence in their ability, to make changes and to make responsible decisions in relation to a globalized society, supporting their active commitment to promote social justice, human rights and sustainable ways of life in the struggle for eradicate poverty.

We need to change paradigms and go beyond a Eurocentric perspective, taking experiences and challenges both present in the North and South, taking into account the social dimension of globalization.

Education should be seen as the engine of a process of personal growth in one's context which is expressed today with several key definitions:

CONCORD/DF definition of DE "Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions."

DEEEP 4 Mission "... addresses global challenges by addressing the structure and power relations inherent within the current global political, socio-economic system. [...] These changes can only happen through a renewed civil society, driven by a new generation of active citizens empowered by global learning and emancipatory campaigning practices, and joined as and in an organized international civil society in their demands for global social justice.



[...] This renewed civil society as a discursive space should become a driving force in stimulating necessary cultural changes, building cross-sectoral, inclusive movements in order to fight root causes of global injustice and nurturing innovation processes towards a new, fair and sustainable economic and political system. DEEEP aims to achieve this systemic change through fighting jointly with the global civil society but also through influencing organizational changes within CSOs so that they involve citizens in a participatory and emancipatory way.”

Current DEAR trends Study of 2020, in particular the European Commission's Agenda for Change, recommends to implement policies and strategies using the best theories and practices already in place and to concentrate efforts on long-life training in support of: \* inclusive growth and sustainable human development to strengthen participatory democracy; \* choices and behaviors that are able to handle the challenges of security, fragility and transition to guarantee human rights, promote active citizenship, democracy and other key elements of good governance; \* the development-security nexus, reinforcing policies on peace building and conflict prevention; \* a strong impact to continue towards the reduction of poverty and injustice; \* the achievement of the Millennium Development Goals Beyond 2015 as a key priority to continue holding the EU Member States accountable for their commitments to ensure CSO voices to be heard in inter-governmental negotiations and to work on the Sustainable Goals' agenda together with environmental NGOs.

Thus, it is urgent to request to the domestic and international Communities to pay attention to:

1) the meaning of education that should be emphasized as a right not to be expressed economically but to be expressed by its intrinsic value bound to the integral development of the person, having the goal to form a subject of rights and responsibilities based on human rights. This is why education should be conceived from the optics of human development and economic growth, helping to build financial resources, especially values and knowledge to develop human dignity.

2) Education should be always understood as a “right” and not as a “service”. The fee shall be payable, inalienable and indivisible, as recognized by international instruments of human rights. Being payable, the right to education must be justiciable. In fact, more and more, the case law at national, regional and international level shows that flagrant violations to economic, social and cultural rights are amenable to appeals of criminal procedures in the event of violations; education must be among those rights.

3) Public policies, in matters of education, need to be more aware of their responsibility in promoting or prejudicing the principle of equity in planning an educational system that provides equal opportunities in the access to education for all, without any distinction with respect to the socio-economic level of the people, their cultural and ethnic backgrounds, or any other variable that implies a discriminatory power.

4) Education as a right goes beyond mere access to formal schooling to include the right to a quality education with equal opportunities for all to enable/allow the full development of the human personality without any kind of distinction. And this right refers not only to the quality of the resources, such as the validity of the curricula and the preparation of teachers, learning resources, material and financial resources, processes and strategies of educational administration, but especially the quality of the results that refer for example to the indicators of learning achieved by learners compared to the years of education attended, with the quality and quantity of the resources made available by public institutions of expertise, to the technician support (laboratories) that is proportional to the schools in their management for institutional bring forward innovative projects tied directly to the quality and levels of participation in decision-making processes on the part of the school community. To all this must be added the quality of curricula which determine the knowledge, skills, attitudes and values essential-basic-configuring-structuring to allow children and young students to participate effectively in life as citizens, fathers, mothers, workers. The quality of the results depends on the amount of resources that are allocated to the education system by public policy.

5. Educational process goes on and it is a long life process. We ought to care the right to a decent life for all and the legacy of a world free of the indignity caused by poverty, environmental degradation and patterns of unsustainable development.