

Meeting with SR on Right to Education

Date: 15th September 22
Time: 10h30-12h
Place: Motta, room RI-02

ATTENDEES

Present: 12

Farida Shaheed (SR Right to Education), Mylene Bindault (OHCHR)
Ignasi Grau (OIDEL), Josyane Zingg (OIDEL), Alpha Dramé (Apprentissages Sans Frontières), Giorgio Mazzoli (ADF International), Jonas Fiebrantz (ADF International), Jorge Ferreira (New Humanity), Elisa Gazzotti (Soka Gakkai International), Terence Dowling (Edmund Rice International), Gregorio Profiti (APG23), Hannah Savage (Latter-day Saint Charities)

Excused: 3

OIEC, IIMA, Arigatou International

AGENDA: SR and NGOs share their focus and topics of interest

1 SR on Right to Education: Education in a conflict situation, privatization, digitalization, curricula and assessment

2 Mr. Mazzoli (ADF): Academic freedom. Protection (not only promotion) of the RtE.

3 Ms. Gazzotti (SGI): Human Rights Education

4 Terence Dowling (Edmund Rice): Cultural diversity at the faith level. Violence on the way to and during school.

> SR: we have to focus on teachers: they have to be instructed in how and what to teach. We're talking about assessments and curricula: what is being evaluated? What should education be about?

5 Jorge Ferreira (New Humanity): Avoid the marginalization of migrant children. Updating curricula to prepare children for the future. Education has to be directed to human flourishing and holistic well-being. School access for all children.

6 Alpha Dramé (Apprentissages sans frontières): Covid's impact on education. Interculturality as a vehicle that connects the global and the local. Digitalisation.

> SR: digitalisation has to be appreciated with caution because the gender gap in access and access in general, is a real problem. All digitalization has to be connected with human contact. Also, languages in digitalization define access.

> SR: Questions that have to be asked: where is the curricula (and their textbooks) being developed? Who is uploading and in what language is knowledge produced and made accessible?

7 Ignasi Grau (OIDEL): if people don't know who they are they cannot contribute to the intercultural dialogue. That plays an important role in the migrant question but in the plural world in general. On the content of curricula: taking into consideration parents for cultural perspective and also for assessment (engaging them in the assessment process).

8 SR: **Curricula** (how is history taught? Are arts or music taught as a luxury or a priority, **assessments** (they have to be equitable, to that end, you always start with the most marginalized groups, asking if their rights are preserved), **finance, teachers** (their learning, their assistance eg. violence in school, bullying between children and from children towards teachers), **digitalization** (the child must have interaction with the teacher. Also, children are losing the ability to socialize, especially children between 3-8 who are spending too much time in the digital world), **climate change** and its effects on school access, **academic freedom** (from a primary school upwards, not just tertiary level. Also includes freedom of teachers and students)

>Mr. Mazzoli (ADF): school is only one means of education. Who else is considered a teacher? Also: how will SR interact with the opposition of States?

>SR: my concern is the right the education, not how states react to it.

>Mr. Ferreira (New Humanity): On digitalization: access does not equal know-how.

>SR: the question on teaching in the age of fake news will be explored

9 SR: A question directed to the faith-based NGOs: How can we address the double exclusion of children belonging to a minority in a place where the majority religion is taught in public school? In these situations, children belonging to minorities get alienated from both groups they find themselves in: family and school. Should minority religion education be included in public schools?

>Mr. Grau (OIDEL): how does SR define public schools? Different countries base the private-public distinction on different criteria, for example, funding, management or function. Education as a common good.

>Mr. Mazzoli: In Italy, Catholicism is not taught in public school, what is taught is religion. It is to disseminate tolerance and understanding. Replacing the teaching of religion with that of ethics could be problematic as it could further risk the marginalisation of ethnical minorities.

>SR: There is a difference between ethics/ human rights and religious education.

12:06 Closing

Link to NGO Platform on RtE: <http://ngoeducation.org>