Principles and Means in Implementing Activities of Post-2015 Education Agenda

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1. Framework of action means process and methodology to achieve the overarching goal and target in post 2015 education agenda. In that it should be based on relevant principles and means. I'd like to focus on following two points:

   i) <Human right based approach> in educational development—particularly on the right to learn (RtL) based one. “Governance and participation” depends on the right of people. This is the reason why the principle of human right in education should rule the implementation strategies for the post 2015 education agenda.

   ii) <Educational development cooperation> through web-based global <development cooperation service> platform. The framework of actions for the post 2015 education agenda includes the framework educational development cooperation among countries and other international players.

2. International community already declared the right to development (RtD) to be of fundamental human right. RtD inevitably include personal development. Educators’ conception of the personal development is learning per se. Therefore right to development means also the <right to learn>. RtL stands on the RtD and eventually on the fundamental human right to pursue happiness. Because learning became the ratio essendi of 21 century education the RtL became the driving motor for the development of education. So called <participatory human development> which international community has emphasized for long depends on the exercise of RtL. The old notion of <the right to education> provided by the International Covenant on Economic Social and cultural Right (Covenant A) cannot afford the <participatory development> of education and learning together. As far as learning forms the bases of <participatory development of education>, the nature of RtL is of "civil and political rights" that should be included in the International Covenant on Civil and Political Rights (Covenant B) while the <Covenant B> does not recognize RtL yet. The global and regional community should immediately start to discuss the <Right to Learn> in addition to the <right to education> as the basic principle of the action framework for the Post-2015 Education Agenda. The UN Human Right Council recently established in parallel to the Security Council and the Economic and Social Council should quickly address this issue of the right to learn and right to personal development. The Rapporteur Special on the right to education can play a decisive role therein.

3. International development cooperation must be redefined reflecting the huge possibilities of cooperation through contemporary ICT. Rapidly developing discipline of the <service science> now opens the promising options. Adopting the service science perspective, we can transform the zero-sum like old relation between donors and recepients> into a win-win relation between the server and the client. International education development cooperation activities, if taking place on the online <service platform>, will become far more effective creating enormous extra Values-added. National, regional, and global efforts to build online <educational development service platform> can be easily launched in a near future. The service scientists would help great in designing such service platforms. Thus, before we proceed to ICT in learning, which is also important I think, I would rather propose <ICT in educational development cooperation>.