

Krassimir Stojanov - I, 4

From Human Education in the 3rd Millennium

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4) To what degree is education a shared and global responsibility?

1. The responsibility for and the governance of education is usually understood as an exclusive prerogative of the particular national states. According to this understanding, it is up to the single state to provide its citizens with access to education and to build up its own educational system.

2. However, this understanding contradicts the status of education as a **universal human right** which is to be granted for everyone in an equal way, and independently of her or his nationality or citizenship.

3. Indeed, nowadays we are witnessing a growing awareness that there is a global responsibility for education. An indication for this is the UN-Sustainable Development Agenda, in which “education” figures as “Goal 4”. However, the considerations on that goal in the Agenda are quite one-sided, for they spell out education solely in terms of “effective learning outcomes”, that is, as a tool for achieving certain social, economic and ecological goals.

4. But education has also an **intrinsic value**, for it is **in itself** a process of human flourishing. When children are excluded from this intrinsic dimension of education, when it is reduced for them to vocational training, they are deprived from the realization of their own human potential, ultimately of their human dignity.

5. In this respect particularly alarming is the educational situation of young refugees and immigrants, who are in most cases subjected to educational exclusion, segregation and stigmatization in the countries, in which they immigrated. The overcoming of the educational discrimination of immigrant children must be seen as an urgent task of the global community.

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