



Article

The right to education and basic learning needs: the UNESCO perspective

SARMENTO, Dirléia Fanfa*¹; MENEGAT, Jardelino**²

*Universidade La Salle (UNILASALLE), Canoas-RS, Brazil.

**Universidade Católica de Petrópolis (UCP), Petrópolis-RJ, Brazil.

Abstract

The reflections presented come from a documentary research, whose investigative theme is the right to education and its modes of implementation in different contexts, carried out by the Research Group on Educational Practices and Quality Indicators. The article examines how the provisions on the right to education, disseminated by United Nations Educational, Scientific and Cultural Organization (UNESCO), since the 1990s, address basic learning needs and lifelong education, which deal with this theme. It presents an analysis of how such devices address the basic needs of learning and lifelong education (UNESCO, 1990, 1996, 2000, 2016). The investigative corpus is analyzed using the Content Analysis Technique, proposed by Bardin. Based on the analytical incursion, the following stand out: the right to education presupposes the satisfaction of basic learning needs, which transcend initial education and professional training; educational institutions have the challenge of developing skills in students that enable them to learn in different contexts and throughout their lives; lifelong education is central to education in the 21st century, as it contributes to the adaptation of the person to the emerging challenges.

Keywords: Right to Education, Learning, UNESCO.

¹Docente do Programa de Pós-graduação em Educação e do Curso de Pedagogia da Universidade La Salle. Doutora em Educação. Coordenadora do grupo de pesquisa “Práticas Educativas e Indicadores de Qualidade”. ORCID id: <https://orcid.org/0000-0001-7328-6343>. E-mail: dirleia.sarmento@unilasalle.edu.br

²Docente do Programa de Pós-graduação em Educação da Universidade Católica de Petrópolis. Doutor em Educação. Integrante do grupo de pesquisa “Práticas Educativas e Indicadores de Qualidade”. ORCID id: <https://orcid.org/0000-0003-4003-8882>. E-mail: jardelino.menegat@lasalle.org.br

1. Introduction

The right to education, promulgated in the Universal Declaration of Human Rights (UN, 1948) and reinforced in the Convention on the Rights of the Child (1989), has been considered fundamental for the viability of reaching other rights.

Since the 1990s, provisions spread internationally, such as the World Declaration on Education for All: meeting basic learning needs (UNESCO, 1990); the Dakar Declaration – Education for All: Fulfilling Our Collective Commitments (UNESCO, CONSED, Ação Educativa, 2001); the Incheon Declaration and Framework for Action (UNESCO, 2016), have stated that the effectiveness of the right to education presupposes the guarantee of access and permanence of students in educational institutions, as well as the success of these students in learning. Based on this assumption, such devices state that the right to education requires the “satisfaction of basic learning needs” (UNESCO, 1990; UNESCO, CONSED, Ação Educativa, 2001).

In the context of these basic learning needs, the idea emerges that the world is undergoing rapid transformations that require human beings to be in constant learning. (UNESCO, 1990; UNESCO, CONSED, Educational Action, 2001; UNESCO 2015a, b). From this it appears that Basic and Higher Education provide the basis for what is necessary for the formation of each one. However, such training is not enough to meet the demands and demands of the knowledge society. From this perspective, the right to education transcends the formal education offered in institutions, and opportunities for lifelong education must be guaranteed to everyone.

Based on this assertion, we feel mobilized to reflect on the so-called basic learning needs and lifelong education in the context of the ideal of the right to education. Therefore, bearing in mind the studies that we carried out within the research group, deepening the theme of the right to education, we carried out a documentary research in some international devices disseminated by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Thus, in terms of textual structure, we initially make explicit the analytical-discursive intentionality. Next, we explain central aspects of the methodological approach adopted to carry out the study. Later, we dedicated ourselves to analysis and reflection, having as reference the incursion carried out in the devices that make up the investigative corpus of the study. Finally, we proceed to the final considerations, resuming the main findings of the study.

2. Methodological approach

The reflections presented come from a documentary research, whose investigative theme is the right to education and its modes of realization in different contexts. We make a cut with regard to the satisfaction of basic learning needs and, in this context, lifelong education, dimensions present in the devices disseminated by UNESCO and which deal with the ideal of the right to education. We propose the following question as an investigative issue: *How do the provisions that deal with the right to education, disseminated by UNESCO since the 1990s, address the basic needs of learning and education throughout life?*

Documentary research, as the name indicates, uses documents as the source of data collection, which are defined as "any knowledge base that is materially fixed and capable of being used for consultation, study or proof." (PÁDUA, 2004, p. 69, author's emphasis). Sá-Silva, Almeida and Guindani (2009, p. 2) emphasize the relevance of using documents, considering that "the wealth of information that we can extract and retrieve from them [...] makes it possible to broaden the understanding of objects whose understanding requires historical and sociocultural contextualization".

The choice of documents always occurs intentionally, seeking to select those that can contribute to achieving the proposed investigative objectives (GODOY, 1995). Thus, to compose the investigative corpus of the study, we selected documents disseminated by UNESCO from the 1990s onwards.

The option for this organization is justified by the fact that it, among others, is an inducer of educational policies in several countries, including Brazil. As Akkari (2017, p. 941) asserts:

The interest of the international declarations lies both in mobilizing resources and energies in favor of education. It is remarkable that this mobilization will be translated in a specific way in different countries and regions of the world. In general, for all countries, an international agenda supported by the United Nations has a strong symbolic value.

The influence of the ideas disseminated by UNESCO on Brazilian educational devices is evident. We highlight, in particular, the dimensions of the right to education, the development of competences and educational quality, present in the Law of Guidelines and Bases for National Education (Brasil, 1996); in the National Curriculum Guidelines for Early Childhood Education (Brasil, 2009); in the General Curriculum Guidelines for Basic Education (Brasil, 2010a); in the National Curriculum Guidelines for Elementary School 9 (nine) years (Brasil, 2010b); in the General Curriculum Guidelines for Basic Education (Brasil, 2013); in the National Education Plan 2014-2024 (Brazil, 2014); and in the Common National Curriculum Base (Brasil, 2017), among others. In relation to the temporal space, it is in the 1990s that the right to education gains tone and provisions that establish goals related to education to be met by the signatory countries are disseminated by UNESCO.

Given the above, the investigative corpus constitutes: a) World Declaration on Education for All: satisfaction of basic learning needs (UNESCO, 1990), arising from the World Conference on Education for All, held in 1990, in Jomtien (Thailand); b) Report to UNESCO of the International Commission on Education for the 21st Century: Education, a treasure to discover (UNESCO, 1996), whose documental typology differs from the Declarations; c) Dakar Declaration, Education for All: Fulfilling Our Collective Commitments (UNESCO, CONSED, Ação Educativa, 2001); arising from the World Education Forum, held in 2000, in Dakar (Senegal); and d) the Incheon Declaration and Framework for Action (UNESCO, 2016), arising from the World Education Forum, held in 2015 in Incheon (South Korea).

Despite having a different typology and documental structure from the Declarations, we chose to include the International Commission Report

(DELORS *et al.*, 1996) in the investigative corpus, as this report advances some discussions presented in the Learning to be Report: education for the future, elaborated by Faure *et al.* (1973). Both documents are considered “UNESCO historical publications” (UNESCO, 2016).

With the exception of the Report, as mentioned, the Declarations are propositional in terms of goals related to education. Since 2002, the monitoring of the goals proposed by the Dakar Declaration has been carried out and shared through Global Monitoring Reports (see, for example, UNESCO, 2015). Such reports make it possible to identify both the advances and the deficits, in terms of education. In the case of the Incheon Declaration and Framework for Action, goals are set for the educational agenda until the year 2030.

The documentary analysis of the investigative corpus was performed using the Content Analysis Technique. The option for this technique is justified by the fact that it is adopted in research in different areas of knowledge, as highlighted by Bardin (2011). Content analysis requires the observation of systematic procedures present in the three phases that make up the technique, namely: a) pre-analysis; b) exploration of the material; c) treatment of results, inference and interpretation. The pre-analysis phase, according to Bardin (2011, p.125):

It is the organization phase itself. It corresponds to a period of intuitions, but its objective is to make operational and systematize the initial ideas, in order to lead to a precise scheme for the development of successive operations, in an analysis plan.

Bardin (2011, p. 126-127) advises that at this stage it is necessary to observe the following rules:

Exhaustiveness rule: once the corpus field is defined, [...] all the elements of that corpus must be taken into account. In other words, one cannot leave out any of the elements for this or that reason[...] that cannot be justified in terms of rigor.

Rule of representativeness: the analysis can be carried out on a sample as long as the material is suitable for it. Sampling is said to be rigorous if the sample is a representative part of the initial universe.

Rule of homogeneity: retained documents must be homogeneous, that is, they must comply with precise selection criteria and not present too much uniqueness outside these criteria.

Relevance rule: the retained documents must be suitable as a source of information, so as to correspond to the objective that raises the analysis. (author's emphasis).

In the material exploration phase, Bardin (2011, p. 131) asserts that it is “long and tedious, and essentially consists of coding, decomposition or enumeration operations, as a function of previously formulated rules”. In this phase, based on the work carried out in the pre-analysis phase, the data are organized and explored, considering the unit of analysis chosen by the

researcher. In the case of the data presented in this article, the unit of analysis adopted was the thematic axis.

The third and last phase, called treatment of results, inference and interpretation, "the raw results are treated in such a way as to be meaningful ('speakers') and valid". (BARDIN, 2011, p. 131, author's emphasis). Thus, the researcher "having at his disposal significant and faithful results, can then propose inferences and advance interpretations regarding the foreseen objectives – or those concerning other unexpected discoveries". (*Ibid.*).

The next section presents the reflections on the data that were categorized into three thematic axes.

3. Reflections from the analytical incursion into devices

According to what was previously announced, in this section, we are dedicated to presenting the main reflections arising from the analytical incursion in the devices that make up the investigative corpus. Such reflections are organized in thematic axes.

3.1 Right to education

In the devices disseminated by UNESCO, we note the emphasis on the right to quality education. As it is a polysemic concept, it is important to highlight that quality, as well as other concepts, has a genesis located in a certain time and socio-cultural context, and undergoes transformations. (DOURADO; OLIVEIRA, 2009). Thus, the concern with the quality of education is linked to the discussions held by UNESCO since the late 1950s (Ross; Paviot; Genevois, 2006), whose first systematizations appear in the report by Faure et al (1973). According to the Round Table of Ministers Report on the Quality of Education (UNESCO, 2003, p.32):

UNESCO's approach is to promote quality education as part of human rights, and to advocate for a rights-based approach through educational processes. We can think of it as the right to access education, the exercise of rights in education and the enjoyment of other rights thanks to education. This implies, for example, a fundamental change in teaching structures and pedagogical practices, in the management of educational systems, in the content and use of teaching materials, in the training of teachers, in the exchange of information and experiences, and requires the participation of all stakeholders in all aspects of education and learning (our translation).

The World Declaration on Education for All: meeting basic learning needs (UNESCO, 1990) emphasizes the right to education, based on the Universal Declaration of Human Rights (ONU, 1948). According to the Declaration: "In general terms, the education that is taught today has serious deficiencies, that it is necessary to make it more relevant and improve its quality, and that it must be universally available" (UNESCO, 1990). In this context, learning becomes central.

The Dakar Declaration, Education for all: fulfilling our collective commitments, reaffirms what is advocated in the World Declaration (UNESCO, 1990) and in the Commission's Report (Delors *et al.*, 1996) on the right to

education. Takes up the importance of education and basic learning needs, emphasizing the right to learn. Establishes a set of goals and strategies whose effectiveness can “allow all individuals to realize their right to learn and fulfill their responsibility to contribute to the development of their society”. (UNESCO, CONSED, AÇÃO EDUCATIVA, 2001)

In the content of the proposed goals, the emphasis on the quality of education is evident, which requires being free and mandatory; contemplate the assistance and education of young children (especially those in situations of vulnerability and ethnic minorities); equitable access by young people and adults to learning, basic education and life skills programs; gender equality and learning outcomes, especially in literacy, calculus and essential life skills. (UNESCO, CONSED, AÇÃO EDUCATIVA, 2001). According to the Dakar Declaration:

Quality is at the heart of education, and what takes place in classrooms and other learning environments is fundamentally important for the future well-being of children, young people and adults. Quality education is one that meets basic learning needs and enriches students' lives and their overall life experience. (UNESCO, CONSED, AÇÃO EDUCATIVA, 2001).

The Declaration and Framework of Action Incheon, linked to the previous two statements (UNESCO, 1990; UNESCO, CONSED, Ação educativa, 2001), asserts in its preamble:

We reaffirm that education is a public good, a fundamental human right and the foundation that ensures the realization of other rights. It is essential for peace, tolerance, human achievement and sustainable development. We recognize education as a key element to achieve full employment and the eradication of poverty. (UNESCO, 2016a).

Continue the document:

Our vision is to transform lives through education by recognizing its important role as the main driver for the development and reach of other proposed SDGs. We commit ourselves, as a matter of urgency, to a unique and renewed education agenda, which is holistic, bold and ambitious, and which does not leave anyone behind. This new vision is fully captured by SDG 4 “Ensuring quality inclusive and equitable education, and promoting opportunities for lifelong learning for all” and its corresponding goals. (UNESCO, 2016a, emphasis of the document).

Therefore, the aforementioned Declaration recalls the commitment “to quality education and improved learning outcomes, which requires the strengthening of inputs and processes, and the assessment of learning outcomes and mechanisms for measuring progress” (UNESCO, 2016a). That statement also explains that:

Quality education promotes creativity and knowledge, and also ensures the acquisition of basic literacy and math skills, as well as analytical and problem-solving skills, high-level cognitive skills, and interpersonal and social skills. In addition, it develops skills, values and attitudes that enable citizens to lead healthy and fulfilling lives, make informed decisions and respond to local and global challenges through Education for Sustainable Development (EDS) and Education for Global Citizenship (ECG). (UNESCO, 2016a).

In accordance with the above, we note the emphasis on the relationship between quality education, Education for Sustainable Development (EDS) and Education for Global Citizenship (ECG). It is also noted that the inclusion of the education and sustainable development theme on the UNESCO agenda is prior to the theme on education and global citizenship.

The concept of sustainable development was first addressed in 1987 at the United Nations General Assembly. Specific reflections on Education and Development are presented by UNESCO in *Education for a Sustainable Future* (UNESCO, 1997). In 2002, UNESCO was designated by the General Assembly of the United Nations to elaborate an International Application Plan for the space between 2005 and 2014, alluding to the International Decade of Education for Sustainable Development (UNESCO, 2006).

The Bonn Declaration (UNESCO, 2009), resulting from the UNESCO World Conference on ESD, takes up the commitment made in other Declarations “to an education that equips people with the capacity to change”. Such education:

knowledge, skills and competences necessary to lead a sustainable life, participate in society and do decent work. The Education for All (EPA) program emphasizes that having basic education is key to sustainable development. It also highlights the value of pre-school learning, rural population education and adult literacy. The acquisition of notions of reading, writing and arithmetic contributes to the quality of education and is essential for EDS to have satisfactory results. (UNESCO, 2009, our translation).

The 2012 Report highlights that EDS “is imposing itself as a unifying axis for various types of education focused on different aspects of sustainability. [...] There is a growing perception that EDS is a catalyst for innovation in education”. It also points out the need to deepen the relationship between EDS and quality education:

More research needs to be done to demonstrate that EDS is quality education. There are many observations that point to the relationship of EDS with some improvements in the university and the greater capacity to contribute to people's sustainable development. The research will provide a solid empirical foundation and will clearly prove that EDS is quality education. (UNESCO, 2012, p.5).

One of the conclusions presented by the report of 2012 (UNESCO, 2012, p. 29) is that “the introduction of EDS is accompanied by a reconsideration of the type of learning needed to address sustainability issues”. In 2017, UNESCO (2017a) publishes a guide for education professionals called Education for Sustainable Development Goals: Learning Objectives.

Regarding Education for Global Citizenship, UNESCO (2015b) recognizes the need to deepen the concept, considering the multiple interpretations of what it means to be a global citizen. However, it highlights as central to this understanding the feeling of belonging that articulates the local and global contexts and vice versa. Thus, “it is a way of understanding, acting and relating to others and to the environment in space and time, based on universal values, through respect for diversity and pluralism” (UNESCO, 2015b, p. 14). Therefore, “each individual's life has implications for everyday decisions that connect the global to the local, and vice versa (UNESCO 2015b, p.14).

According to Santos (2012, p. 15), “the concept of global citizenship is a recent concept, which stems from the progressive awareness that there is global interdependence between all regions and peoples in the world”. From this perspective:

Today, the global citizen is one who inhabits the world, regardless of place, country or passport. This is a citizen who has the responsibility to contribute to sustainable development, caring for the planet and the future of future generations and being responsible for this demand through sustainable, peaceful and fair daily choices. [...] This responsibility also involves providing oneself with the awareness of knowing how their behavior and choices affect other individuals, human peoples and other living creatures and, ultimately, what marks they leave on the planet that we all share. and on whose resources we are all dependent, what impact they will have on future generations. (SANTOS, 2012, p.15-16).

We understand that the ideology of Education for Global Citizenship is an emerging educational challenge in contemporary times, bringing implications for educational practices. One of the school's functions, provided for in the legal provisions that guide educational action in Basic Education, is to educate for citizenship (BRASIL, 1996). Thus, it is necessary to “teach and learn citizenship” (SANTOS, 2012, p. 41). According to Santos (2012, p. 41), a citizen education:

[...] invests in the construction of knowledge and in learning to think, protest, negotiate, live together, argue, decide, distrust our prejudices, listen to others, delay judgments, harmonize our interest with the collective interest, managing difficulties, appreciating the value of democracy, committing ourselves to the collective construction of a better world. (SANTOS, 2012, p. 41).

Given the above, in the school context, the curriculum, the organization of learning environments, interpersonal relationships and educational practices should enable experiences related to democracy, the observation of human

rights, sustainable development, reflection on problems that affect humanity, interculturality and the promotion of common well-being, among others.

3.2 Basic Learning Needs

The World Declaration on Education for All: Meeting Basic Learning Needs (UNESCO, 1990), by emphasizing the right to education, advocates meeting basic learning needs. It emphasizes that facing various global problems (social exclusion, violence, environmental degradation, etc.) is made difficult when the population does not have access to education. Likewise, without access to education, there is a compromise in the satisfaction of basic learning needs. When discussing basic learning needs, the Declaration highlights that:

Every person – child, youth or adult – must be able to take advantage of educational opportunities aimed at meeting their basic learning needs. These needs include both the essential tools for learning (such as reading and writing, speaking, calculating, problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) necessary for human beings can survive, fully develop their potential, live and work with dignity, participate fully in development, improve the quality of life, make informed decisions and continue learning... Basic education is more than a purpose in itself. It is the foundation for lifelong learning and human development, on which countries can systematically build more advanced levels and types of education and training (UNESCO, 1990, s/p.).

In this clarification on the meaning and scope of the basic learning needs presented in the document, we highlight three ideas: a) learning includes both instruments and contents; b) learning aims to enable the integral development of human beings so that they are able to live in society; and c) the need to continue learning, with learning and development being a permanent process. In addition, the basic learning needs presuppose the development of competences, which include knowledge, skills, values and attitudes.

It is worth noting that, since the beginning of the nineties in Brazil, there has been a defense for the curricular organization and for teaching, learning and assessment processes based on the development of competences. The National Curriculum Parameters (Brasil, 1997) disseminated by the Ministry of Education were structured based on this idea, and the adoption of such devices was flexible. It was only in 2017, with the promulgation of the Common National Curriculum Base (Brasil, 2017), that the organization of curriculum by competences becomes mandatory in the national territory. The aforementioned document deals with the common basis of the curriculum and "defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of Basic Education." (BRASIL, 2017, p. 7, emphasis of the document).

When alluding to the issue of competence development, it is noted that such an approach, like any other, has consequences for educational practices. Therefore, the change in the conception and organization of the curriculum implies a *modus operandis* in the teaching, learning and assessment processes

compatible with such conception. Therefore, the ways of teaching and evaluating are, among others, factors that can enhance or hinder the satisfaction of students' basic learning needs.

It is possible to observe that, despite the emphasis of the World Declaration on Education for All (UNESCO, 1990), being the universalization of Basic Education, contemplating the education of children, youth and adults, there is a concern with the continuity of the learning process. The hope is placed in education that, with its contribution, "social, economic and cultural progress, tolerance and international cooperation" will be possible (UNESCO, 1990). These contributions, resumed on all analyzed devices.

As already emphasized in the World Declaration (UNESCO, 1990), in the Report of the International Commission, the idea that learning should contribute to the development of human beings in their personal and professional lives is reinforced. (DELORS *et al.*, 1996).

This presupposes that the purely instrumental vision of education, considered as the obligatory way to obtain certain results (knowing how to do, acquisition of different skills, economic purposes), is surpassed and considered in all its fullness: achievement of the person who, as a whole, learns to be. (DELORS *et al.*, 1996, p. 90).

In the Incheon Framework for Action Declaration (UNESCO, 2016b), the assumptions of the previous Declarations about learning are resumed. The idea that "education is provided in healthy, welcoming and safe learning environments" is emphasized. The learning environment "indicates the student's immediate physical surroundings (classroom, school), the resources available to support the learning process and social interaction or types of social relationships that function in this context and influence learning." (UNESCO, BUREAU INTERNACIONAL DA EDUCAÇÃO, 2016).

3.3 Lifelong education

The International Commission on Education for the 21st Century's Report to UNESCO provides a dense and in-depth look at the educational landscape, the role and purpose of education, and the prospects for education in the 21st century. According to Delors *et al.* (1996, p. 83):

One of the main roles reserved for education is, above all, to provide humanity with the capacity to master its own development. It must, in fact, make everyone take their destiny in hand and contribute to the progress of the society in which they live, basing development on the responsible participation of individuals and communities. Taking into account the point of view adopted here is, in all its components, that education contributes to human development. However, this responsible development cannot mobilize all energies without a presupposition: to provide everyone, as soon as possible, with the "passport to life", which will lead them to better understand themselves and others and, thus, to participate in collective work and life in society. (author's emphasis).

In this device, we find an emphasis on the concept of lifelong education. It is considered “the key that opens the doors of the 21st century and, in addition to being a necessary adaptation to the demands of the world of work, it is the condition for a more perfect mastery of the rhythms and times of the human person”. (DELORS *et al.*, 1996, p.103). Thus,

[...] lifelong education, as understood by the Commission, goes even further. It must ensure that each individual knows how to lead his or her destiny, in a world where the rapidity of change is combined with the phenomenon of globalization to modify the relationship that men and women maintain with space and time. Changes that affect the nature of employment, which are still limited to one part of the world, will, of course, become widespread and lead to a reorganization of the rhythms of life. Lifelong education thus becomes, for us, the means of reaching a more perfect balance between work and learning, as well as the exercise of active citizenship. (DELORS *et al.*, 1996, p.105).

According to the aforementioned Report, lifelong education “goes beyond the traditional distinction between initial and continuing education”. (DELORS *et al.*, 1996, p. 103). Thus:

Permanent education, really directed to the needs of modern societies, cannot continue to be defined in relation to a particular period of life — adult education, as opposed to that of young people, for example — or to a too limited purpose — training professional, distinct from general education. (DELORS *et al.*, 1996, p. 103-104).

Therefore, it establishes that lifelong education must be based on four pillars: learning to know, learning to do, learning to live together and learning to be. It is important to highlight that the bases of these pillars are found in the Report by Faure *et al.* (1973), which proposed a humanist and integrated vision of education, emphasizing “learning to be”. The same can be seen in relation to the understanding of lifelong education, as announced by Faure *et al.* (1973).

Lifelong education, based on this humanist vision (FAURE *et al.*, 1973), takes us back to Freire (1996, p.28), when the author emphasizes that “teaching requires awareness of the lack of completion” of the human being. In this way,

[...] education is articulated with the humanization of the human being and, “to be valid [...] it must consider the ontological vocation of man – vocation to be a subject – and the conditions in which he lives: in such an exact place , at such a time, in such a context [...] it must help man, from everything that constitutes his life, to become a subject (FREIRE, 1980, p. 34, author's emphasis).

From this point of view, the action of teaching transcends the logic of knowledge transmission, moving towards the proposition of conditions for the subject to assume the role in the process of knowing and learning.

The Dakar Declaration – Education for All (UNESCO, CONSED, Ação Educativa, 2001, s/p), takes up the position of the World Declaration (UNESCO, 1990), and reaffirms that:

[...] every child, youth and adult has the human right to benefit from an education that meets their basic learning needs, in the best and fullest sense of the term, and which includes learning to learn, to do, to live together and to be. It is an education aimed at capturing the talents and potential of each person and developing the personality of the students so that they can improve their lives and transform their societies.

Based on the analysis carried out, we can identify that, in UNESCO documents, the recurring term is lifelong education, with learning being within the educational process. Thus, learning, in UNESCO's conception, is a

Complex and long-term psychosocial process that consists of the individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competences or behaviors, through experience, practice, study or instruction. (UNESCO, BUREAU INTERNACIONAL DA EDUCAÇÃO, 2016, p. 14).

Education is broadly conceived and learning has a central role in this process. Perhaps this is one of the factors that links the idea of the right to education to the right to learning, which is constant in these devices.

There is an alignment and continuity in the Dakar Declaration (UNESCO, CONSED, Ação Educativa, 2001) with what was proposed in the Report chaired by Delors *et al.* (1996), when mentioning the pillars of education. Likewise, education and learning are taken up in an articulated manner, as already presented in the World Declaration. (UNESCO, 1990)

Related to the lifelong education approach, the Report presents the concept of educational society. The concept, according to Delors *et al.* (1996), is based on the discussion established in the Report Learning to be: education for the future (FAURE *et al.*, 1973), which signaled the concept of an educational city.

According to Delors *et al.* (1996, p. 110), “as the time devoted to education is confused with the time in each person's life, educational spaces, as well as opportunities for learning, tend to multiply”. The authors continue:

[...] lifelong education leads directly to the concept of an educational society, a society in which multiple opportunities to learn in school as well as in economic, social and cultural life are offered. Hence the need to multiply partnership agreements and contracts with families, the economic environment, the associative world, actors of cultural life, etc. (DELORS *et al.*, 1996, p. 166).

From this it appears that the satisfaction of basic learning needs occurs in the family, in educational institutions, in the community and in many other

educational contexts and spaces throughout each person's life. From this point of view:

The school institution is not to be confused with the community, but, keeping its specificity, it must avoid disconnecting itself from the social environment. The community to which they belong constitutes a powerful vector of education, if only through learning cooperation and solidarity or, in a deeper way, perhaps through active learning of citizenship. It is the collectivity, as a whole, that must feel responsible for the education of its members [...] (DELORS *et al.*, 1996, p. 112).

Thus, the defense of the educational society lies in the fact that "anything can be an opportunity to learn and develop their own talents", taking advantage of "all the opportunities offered by society." (DELORS *et al.*, 1996, p. 117).

Even though this is not the focus of this text, we emphasize a conceptual diversity that shares a common assumption: the educational potential of the various contexts in which the person interacts, and learning takes place throughout life trajectories and is not reduced to educational institutions. From this point of view, the educational process requires the co-responsibility of everyone.

Among such concepts, we highlight the educational city (FAURE *et al.*, 1973); educating city (Charter of educating cities, 1990; RODRÍGUEZ RODRÍGUEZ, 2001; JURADO JURADO, 2003; VINTRO, 2003; VILLAR, 2007); learning cities (UNESCO, 2017b), educational society (DELORS *et al.* 1996; ANGARITA, 2014); educational community (ANGARITA, 2014), among others. There remains a conceptual deepening in order to identify the specifics and educational consequences of each of these concepts so that they are not treated merely as synonyms.

The Incheon Declaration and Framework for Action (UNESCO, 2016) takes up what was proposed in previous Declarations about lifelong education. In relation to lifelong education opportunities, the aforementioned Declaration emphasizes its commitment to

[...] promote, with quality, lifelong education opportunities for all, in all contexts and at all levels of education. This includes equitable and broader access to quality education and technical and professional training, as well as higher education and research, with due attention to quality assurance. In addition, it is important to offer flexible learning pathways as well as the recognition, validation and certification of knowledge, skills and competences acquired through both formal and informal education. We are also committed to ensuring that all young people and adults, especially girls and women, reach levels of proficiency in basic literacy and math skills that are relevant and recognised, acquire life skills and have learning opportunities. , education and training in adult life. (UNESCO, 2016).

It is possible to observe, in the commitment assumed, in addition to lifelong education, the resumption of dimensions present in the previous

Declarations, such as equitable access, gender equality, literacy skills and mathematics. Data presented in the Report 30 years of the Convention on the Rights of the Child: advances and challenges for boys and girls in Brazil, indicate that:

Although the country has managed to place 95.3% of children and adolescents aged 4 to 17 in school, there are still almost 2 million out of it. To reach them, it is not enough to offer vacancies. An intersectoral effort is needed – involving health, education, social assistance, among other areas – to locate each one, understand the causes of school exclusion and take the necessary measures to enroll and remain in school. But being in the classroom is not enough, you have to learn. Millions of children and teenagers are being left behind. According to the 2018 School Census, 2.6 million have failed municipal and state schools, and more than 912,000 have left classrooms. School failure affects more girls and boys who are already deprived of other rights. Half of the students who dropped out of school in 2018 were black or brown. Indigenous people have the highest dropout and disapproval rates in the country. Students with disabilities are 59% more likely to fail than students without disabilities. To reverse this scenario, a joint effort is needed, aimed at the school success of each child and adolescent. (UNICEF, 2019, p.44).

Such data indicate that, despite the advances made since the idealized in the Education for All Declaration (UNESCO, 1990), there are many challenges for the realization of the ideal of the right to education for all. In addition to guaranteeing access and permanence, learning is a dimension to be pursued.

4. Final considerations

The incursion carried out in the analyzed devices allowed us to identify the approach related to education and lifelong learning, which we share throughout this text. In terms of synthesis, we highlight three ideas that seem fundamental to the analyzed devices and the reflections raised from such analysis.

a) The right to education presupposes the satisfaction of basic learning needs, which are not exhausted during initial education and professional training. Therefore, this right transcends the guarantee of access, permanence and success in learning in educational institutions, also focusing on the creation and use of opportunities throughout life.

If the universalization of Basic Education, emphasized since the 1990s, still seems to be a utopia, despite all the advances already made, what about the universalization of Higher Education? Basic Education is only the initial base, followed by professional training (UNESCO, 1990; DELORS *et al.*, 1996; UNESCO, CONSED, Ação Educativa, 2001). As stated in the Incheon Declaration and Framework for Action, “We recognize the efforts made; however, we note with great concern that we are far from achieving education for all”. (UNESCO, 2016).

b) Despite mentioning lifelong learning, the predominant concept in the devices disseminated by UNESCO is that of lifelong education, in a humanist perspective articulated with the ideals of human rights.

We emphasize this in order to draw attention to the existence of distinctions between the approaches to lifelong education, in the devices disseminated by UNESCO (DELORS et al., 1996), and lifelong learning, in the devices of European Commission for example (EUROPEAN COMMISSION, 1995; COMMISSION OF THE EUROPEAN COMMUNITIES, 2000). Also, between the conceptions of lifelong education, lifelong learning and continuing education.

Therefore, it is essential to clarify and contextualize the worked concepts, thus avoiding incurring the mistake of treating as synonyms concepts that have different connotations and have their genesis in a certain sociocultural context and temporal space.

c) We perceive, in each device, that the defense of the right to education throughout the trajectory of each person has at its heart the conviction (and, dare we say, exalts hope) in the potential of the human being and in the humanizing role of education. This education, conceived in its entirety, aiming at the development of the person as an individual and collective subject. Perhaps, for this reason, “the right to education and its interrelation with other human rights” (UNESCO, 2016) are emphasized, which are essential to human dignity.

It is evident that there is a mismatch between the ideas advocated by the devices and their implementation. This indicates that the existence of provisions that affirm the right to education, articulated with the satisfaction of basic needs and lifelong education, is no guarantee of its effectiveness. In the case of Brazil, for example, of the set of six goals agreed in the Dakar Declaration (UNESCO, CONSED, Ação Educativa, 2001) to be achieved by 2015, only two goals were achieved.

Meeting basic learning needs presupposes investment in education; educational policies, valuing teaching; qualified professionals; differentiated curricula; innovative learning environments; monitoring of learning outcomes, both within educational institutions and within the scope of external evaluation, among others.

Finally, there is a need to reflect on what is considered basic, in terms of learning, considering each sociocultural, political and economic context. The contextual disparities existing in the countries (and in their own interior) are numerous, bringing challenges to the achievement of projected goals within the scope of a global educational agenda.

References

AKKARI, Abdeljalil. A agenda internacional para educação 2030: consenso “frágil” ou instrumento de mobilização dos atores da educação no século XXI? **Revista Diálogo Educacional**, Curitiba, v. 17, n. 53, p. 937-958, 2017.

ANGARITA, Claudia J. R.; POENTES, Wilson T. ¿Comunidad educativa o sociedad educativa? **Educación y Ciudad**. Nº 27 julio – diciembre, 2014. p. 139-146.

BARDIN, Laurence. **Análise de Conteúdo**. São Paulo: Edições 70, 2011.

BRASIL. **Lei nº 9.394, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da educação nacional. Diário Oficial da União, Brasília, 23 de dezembro de 1996.

BRASIL. Secretaria de Educação Fundamental. **Parâmetros curriculares nacionais: introdução aos parâmetros curriculares nacionais**. Brasília: MEC/SEF, 1997.

BRASIL. Ministério da Educação. Conselho Nacional de Educação; Câmara de Educação Básica. **Resolução nº 5, de 17 de dezembro de 2009**. Fixa as Diretrizes Curriculares Nacionais para a Educação Infantil. Diário Oficial da União, Brasília, 18 de dezembro de 2009, Seção 1, p. 18.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. **Parecer CNE/CEB nº 7/2010**. Diretrizes Curriculares Gerais para a Educação Básica. Brasília, 2010a.

BRASIL. Ministério da Educação. Conselho Nacional de Educação; Câmara de Educação Básica. **Resolução nº 7, de 14 de dezembro de 2010**. Fixa Diretrizes Curriculares Nacionais para o Ensino Fundamental de 9 (nove) anos. Brasília, 2010b.

BRASIL. Ministério da Educação. Secretaria de Educação Básica. Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão. Conselho Nacional de Educação. **Diretrizes Curriculares Nacionais Gerais para a Educação Básica**. Brasília: MEC, SEB, DICEI, 2013.

BRASIL. Presidência da República. Casa Civil. Subchefia para assuntos jurídicos. **Lei nº 13.005, de 25 de junho de 2014**. Aprova o Plano Nacional de Educação- PNE e dá outras providências, 2014.

BRASIL. Ministério da Educação. **Base Nacional Comum Curricular**. Brasília: MEC, 2017.

CARTA DAS CIDADES EDUCADORAS. **Declaração de Barcelona, 1990**. Disponível em: <https://cidadeseducadoras.org.br/wp-content/uploads/2016/06/carta-cidades-educadoras-barcelona.pdf>. Acesso em: 20 dez.2019.

COMISSÃO DAS COMUNIDADES EUROPEIAS. **Memorando sobre a educação e a formação ao longo da vida**. Bruxelas, 2000. Disponível em: <http://docplayer.com.br/11852-Memorando-sobre-aprendizagem-ao-longo-da-vida.html>. Acesso em: 31 mar. 2016.

COMISSÃO EUROPEIA. **Livro Branco Ensinar e Aprender: rumo à sociedade cognitiva**. Luxemburgo: Serviço das Publicações Oficiais das Comunidades Europeias, 1995. Disponível em: <https://op.europa.eu/en/publication-detail/-/publication/d0a8aa7a-5311-4eee-904c-98fa541108d8/language-pt>. Acesso em: 20 jun. 2015.

DELORS, Jacques; AL-MUFTI, In'am; AMAGI, Isao; CARNEIRO, Roberto; CHUNG, Fay; GEREMEK, Bronislaw; GORHAM, William; KORNHAUSER, Aleksandra; MANLEY, Michael; QUERO, Marisela Padrón; SAVANÉ, Marie-Angélique; SINGH, Karan; STAVENHAGEN, Rodolfo; WON SUHR, Myong; NANZHAO, Zhou. **Relatório para a UNESCO da Comissão Internacional sobre Educação para o século XXI**. Educação: Um tesouro a descobrir. Brasília: UNESCO, 1996. Disponível em: http://dhnet.org.br/dados/relatorios/a_pdf/r_unesco_educ_tesouro_descobrir.pdf. Acesso em 20: de mai. 2000.

DOURADO, Luis F.; OLIVEIRA, José F. A qualidade da Educação: Perspectivas e desafios. **Caderno Cedes**, Campinas v. 29, n. 78, p. 201-215, maio/ago. 2009.

FAURE, Edgar; HERRERA, Felipe; KADDOURA, Abdul-Razzak; LOPES, Henri; PETROVSKI, Arthur V.; RAHNEMA, Majid; WARD, Frederick Champion. **Aprender a ser**. la educación del futuro. Madrid: Alianza Editorial. Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO), 1973. Disponível em: <https://unesdoc.unesco.org/ark:/48223/pf0000132984>. Acesso em: 19 mar. 2017.

FUNDO DAS NAÇÕES UNIDAS PARA A INFÂNCIA (UNICEF). **30 anos da Convenção sobre os Direitos da Criança**: avanços e desafios para meninas e meninos no Brasil. [coordenação editorial Elisa Meirelles Reis... [et al.]]. São Paulo: UNICEF, 2019. Disponível em: <https://www.unicef.org/brazil/relatorios/30-anos-da-convencao-sobre-os-direitos-da-crianca>. Acesso em: 12 jan.2020.

FREIRE, Paulo. **Conscientização**: teoria e prática da libertação: uma introdução ao pensamento de Paulo Freire. 3a.ed. São Paulo: Moraes, 1980.

FREIRE, Paulo. **Pedagogia da autonomia**: saberes necessários à prática educativa. 25. ed. São Paulo: Paz e Terra, 1996.

GODOY, Arilda S. Pesquisa qualitativa: tipos fundamentais. **Revista Administração de Empresas**. 1995, v. 35, n. 3, p. 20-29.

JURADO JURADO, Juan C. Ciudad educadora: aproximaciones contextuales y conceptuales. **Estudios pedagógicos**. Valdivia, n. 29, p. 127-142, 2003.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS (ONU). **Declaração Universal dos Direitos Humanos**, 1948. Disponível em:

<https://nacoesunidas.org/direitoshumanos/declaracao/>. Acesso em: Acesso em 16 de abr. 2015.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS (ONU). **Convenção sobre os Direitos da Criança**. ONU, 1989. Disponível em: <https://www.unicef.org/brazil/convencao-sobre-os-direitos-da-crianca>. Acesso em: 16 de abr. 2015.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS (ONU). **Transformando Nosso Mundo: A Agenda 2030 para o Desenvolvimento Sustentável**. Disponível em:

[https://www.undp.org/content/dam/brazil/Agenda2030-completo-site%20\(1\).pdf](https://www.undp.org/content/dam/brazil/Agenda2030-completo-site%20(1).pdf). Acesso em: 12 dez 2018.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). **Declaração Mundial sobre Educação para Todos**: satisfação das necessidades básicas de aprendizagem. Jomtien, 1990. Disponível em: https://unesdoc.unesco.org/ark:/48223/pf0000086291_por. Acesso em: 10 fev. 2015.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). **Relatório de Monitoramento Global de EPT Educação para Todos 2000-2015**: progressos e desafios. Brasília: UNESCO, 2015a. Disponível em: https://unesdoc.unesco.org/ark:/48223/pf0000232565_por. Acesso em: 13 jun. 2017.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). **Educação para a cidadania global**: preparando alunos para os desafios do século XXI. Brasília: UNESCO, 2015b. Disponível em: <https://unesdoc.unesco.org/ark:/48223/pf0000234311>. Acesso em: 13 jun.2017.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). **Educação 2030**: Declaração de Incheon e Marco de Ação; rumo a uma educação de qualidade inclusiva e à educação ao longo da vida para todos. Brasília, UNESCO, 2016a. Disponível em: https://unesdoc.unesco.org/ark:/48223/pf0000243278_por. Acesso em: 5 ago. de 2017.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). **Repensar a educação**: rumo a um bem comum mundial. Brasília: UNESCO, 2016b. Disponível em: <https://unesdoc.unesco.org/ark:/48223/pf0000244670>. Acesso em: 5 ago. de 2018.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). BUREAU INTERNACIONAL DA EDUCAÇÃO. **Glossário de terminologia curricular**. Brasília: UNESCO, 2016. Disponível em: https://unesdoc.unesco.org/ark:/48223/pf0000223059_por. Acesso em: 5 ago. de 2018.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). **Educação para os Objetivos de Desenvolvimento Sustentável**: Objetivos de aprendizagem. Brasília, UNESCO, 2017a. Disponível em: <https://unesdoc.unesco.org/ark:/48223/pf0000252197>. Acesso em: 5 dez de 2018.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS PARA A EDUCAÇÃO, A CIÊNCIA E A CULTURA (UNESCO). CONSED, AÇÃO EDUCATIVA. **Educação para Todos**: o Compromisso de Dakar. Brasília: Unesco, Consed, Ação Educativa, 2001. Disponível em: <https://unesdoc.unesco.org/ark:/48223/pf0000127509>. Acesso em: 6 jan. 2017.

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO). Educación para um futuro sostenible: una visión transdisciplinaria para una acción concertada. Paris: UNESCO, 1997. Disponível em: https://unesdoc.unesco.org/ark:/48223/pf0000110686_spa. Acesso em: 5 dez de 2018.

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO). **Informe**: Mesa Redonda de Ministros sobre la Calidad de la Educación. 32ª reunión de la Conferencia General. Paris, UNESCO, 2003. Disponível em: https://unesdoc.unesco.org/ark:/48223/pf0000134972_spa. Acesso em: 5 dez de 2018.

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO). **Decenio de las Naciones Unidas de la Educación con miras al Desarrollo Sostenible (2005-2014)**: Plan de aplicación internacional. UNESCO, París, 2006. Disponível em: https://unesdoc.unesco.org/ark:/48223/pf0000148654_spa. Acesso em: 5 dez de 2018.

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO). **Declaración de Bonn**, Conferencia Mundial de la UNESCO sobre Educación para el Desarrollo Sostenible (31 de marzo – 2 de abril de

2009) UNESCO, Bonn, 2009. Disponível em:
https://unesdoc.unesco.org/ark:/48223/pf0000188799_spa. Acesso em: 8 set.2018.

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO). **Forjar la educación del mañana: Decenio de las Naciones Unidas de la Educación para el Desarrollo Sostenible – Informe 2012** (abreviado). UNESCO, 2012. Disponível em:

<https://unesdoc.unesco.org/ark:/48223/pf0000219155>. Acesso em: 14 out. 2018.

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO). **Llamado a la Acción de Cork para las Ciudades del Aprendizaje**. Objetivos globales, acciones locales: hacia un aprendizaje a lo largo de toda la vida para todos en 2030. UNESCO, 2017b. Disponível em:

https://unesdoc.unesco.org/ark:/48223/pf0000260441_spa. Acesso em: 14 out. 2018.

PÁDUA, Elisabete M. M. **Metodologia de pesquisa: Abordagem teórico-prática**. Campinas: Papyrus, 2004.

RODRÍGUEZ RODRÍGUEZ, Jahir. Ciudad educadora: una perspectiva política desde la complejidad. **Revista de Estudios Sociales**, núm. 10, octubre, 2001, p. 47-62.

ROSS, Kenneth N.; PAVIOT, Laura.; GENEVOIS, Ilona J. Introduction: the origins and content of the Policy Forum. In.: ROSS, Kenneth N., GENEVOIS, Ilona Jürgens.

Cross-national studies of the quality of education: planning their design and managing their impact. Paris: International Institute for Educational Planning.

UNESCO, 2006, p. 25-36. Disponível em:

<https://unesdoc.unesco.org/ark:/48223/pf0000147093>. Acesso em: 20 mar. 2018.

SÁ-SILVA, Jackson Ronie; ALMEIDA, Cristóvão D., GUINDANI, Joel F. Pesquisa documental: pistas teóricas e metodológicas. **Rev. Bras. de História & Ciências Sociais**, n. 1, p. 1-15, jul., 2009.

SANTOS, Maria E. dos. Cidadania Global e Educação Superior. In: SOUSA, Susana G.F. (Org.). **Escola e comunidade: laboratórios de cidadania global**. Instituto de Educação da Universidade de Lisboa, 1 ed., 2012, p. 15-25.

VILLAR, Maria B. C. **A cidade educadora: nova perspectiva de organização e intervenção municipal**. 2.ed. Lisboa: Instituto Piaget, 2007.

VINTRÓ, Eulàlia. Educação, escola, cidade: o Projeto Educativo da cidade de Barcelona. In: GÓMEZ-GRANELL, Carmem; VILA, Ignacio (Org.). **A cidade como projeto educativo**. Porto Alegre: Artmed, 2003.

Author contributions

Author 1: Literature review. Selection of documents. Document analysis based on the Content Analysis Technique. Reflective interpretation of data. Systematization and textual elaboration.

Author 2: Literature review. Selection of documents. Document analysis based on the Content Analysis Technique. Reflective interpretation of data. Systematization and textual elaboration.

SARMENTO, D. F.; MENEGAT, J. *The right to education and basic learning needs: the UNESCO perspective.*
Dossier Emerging Educational Practices: contemporary challenges

Submitted: October 18, 2020 | Approved on: January 14, 2021

English translation of the original in Portuguese SARMENTO, D. F.; MENEGAT, J. O direito à educação e as necessidades básicas de aprendizagem: a perspectiva da UNESCO. by Bruno Fernandes do Amaral, E-mail: brunofernandesamaral@hotmail.com