

**Member that presents the motion:** Campaña Latinoamericana por el Derecho a la Educación – CLADE (Latin American Campaign for the Right to Education)

**Title of the motion:** The right to education at early childhood

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**Details of the person that authorizes the presentation of this motion:** CLADE

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**Date and time of signature:** 23rd. November, 11 pm

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## **The right to education at early childhood**

### **The Global Campaign for Education (GCE) acknowledges that:**

- According to the United Nations Convention on the Rights of the Child, all girls have the right to develop all their potential, under any circumstances, at any time and anywhere. Therefore, the notion of childhood cannot be fragmented and a human rights approach must be used, acknowledging that girls and boys are legal persons as from their birth. All the States around the world ratified this convention, except for United States and Somalia.

- The first Education for All goal that urges the States to “extend and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”, is one of the most neglected goals in the Dakar Framework for Action, representing serious challenges for all the countries of the world.

### **Therefore, the GCE calls for:**

1. Promoting the recognition of all children as legal persons as stated by the Convention on the Rights of the Child and its general observations.
2. The ratification, as soon as possible, of those two States that have not ratified it yet and civil society to mobilize for this purpose.
3. Fighting utilitarianism relationships with early childhood, that reproduce arguments that defend the investment on children as the solution for the economic development of nations; as well as others that announce the “future failure” of children who do not receive adequate stimulation from their early stages, visions that generate discrimination and deterministic and fatalistic predictions for children.
4. The recognition that education is a human right from the moment we are born and enjoying this right has value in itself, and takes place at present, and this happens by virtue of the human condition of children and not as a means for any other end. In this way we go beyond the narrow arguments that restrict to the cost-benefit of education in early childhood.