

28th Session of the Human Rights Council
Geneva, 2 - 27 March 2015
Item 2 – ID with the HC

Joint Oral Statement on the Post 2015 Education indicators: A holistic approach to education submitted by: NGO Platform on the right to education, including the International Catholic Child Bureau.

We welcome the report of the High Commissioner for Human Rights, and fully support his views and contribution at all levels to mainstream human rights into the UN system for a transformative post-2015 development agenda, promoting strong accountability architecture and human rights indicators.

OIDEL and the co-signing NGOs think that a human rights based approach is indeed essential, notably for the Post 2015 education indicators developed by the Advisory Group of UNESCO. Education cannot just be seen as a tool for sustainable development but as a right.

Concerning this approach, we propose concrete suggestions:

1. the inclusion of structural indicators, for example the Constitutional guarantees for Universal Primary Education.
2. the inclusion of indicators taken from the document of the Office of the High Commissioner, for example the date and entry into force and coverage of domestic law on the freedom of individuals and groups to establish and direct educational institutions.

Concerning primary and secondary education, as stated by the Special Rapporteur in his last report to the Council, a holistic approach of the right to education is broader than the narrow approach of performance evaluation of only mathematic, literacy and language skills. It includes all obligations relating to the right to education under international law so that the real content of quality education is taken into account.

An indicator could be build on article 14 of the International Covenant on Economic, Social and Cultural Rights. This article warns that each State at the time of becoming a party undertakes, within two years, to adopt a detailed plan of action for the progressive implementation of a compulsory primary education system, free of charge. For the Platform, it is a good way to analyse the commitment of States regarding the right to education, specially those who have not been able to secure it in their territory.

We are happy that the necessity of collecting disaggregated data (separated by gender) in the post 2015 targets on education is reflected. However, we would like to stress the need to secure the routes to school and the schools themselves, improve infrastructure and recruit well-qualified female teachers, so that girls benefit.

Concerning skills, Mr Singh underlines in his last report that they are an integral part of basic education and a cornerstone for developing countries to raise the aspirations of youth. Furthermore, it is also essential that skills development should not only be focused on employment and entrepreneurship but should also take into consideration the humanistic vision of education.

Finally, concerning the content of human rights education, we would suggest indicators build by HRE 2020, a new Global Coalition, to analyse whether and how HRE is implemented, for example in curriculum , teachers training or evaluation program.