

HUMAN RIGHTS COUNCIL 29TH SESSION
JUIN 2015
Item 3

Interactive Dialogue with the Special Rapporteur on the right to education,
Mr. Kishore Singh, on his annual report entitled *Regulating private providers
in education and safeguarding education as a public good*

Joint oral statement submitted by:

OIDEL,
Al-Hakim Foundation,
Association Apprentissages Sans Frontières (ASF),
Association Points-Coeur,
Associazione Comunità Papa Giovanni XXIII,
Catholic International Education Office (OIEC),
Congregation of Our Lady of Charity of the Good Shepherd,
Dominicans for Justice and Peace - Order of Preachers,
Fondazione Marista per la Solidarietà Internazionale ONLUS,
Foundation for Gaia,
Institute for Planetary Synthesis,
International Catholic Child Bureau (BICE),
**International Federation of University Women (IFUW) (Now called Graduate
Women's International),**
**International Organization for the Elimination of All Forms of Racial
Discrimination (EAFORD),**
International Network for the Prevention of Elder Abuse
Mothers Legacy Project,
New Humanity,
Servas International,
Teresian Association,
Women's Board Educational Cooperation Society

The UNESCO Chair of the University of La Rioja, the UNESCO Chair of the
University of Bergamo, and the Collège Universitaire Henry Dunant (CUHD)
join this statement.

Mr. President,

We welcome the report of the Special Rapporteur which highlights repercussions of rampant privatization on principles of social justice and equity and the need to developing effective regulatory frameworks to uproot commercialization of education and safeguarding it as a public good.

We want to emphasise the relevance of the distinction made by the Special Rapporteur regarding the providers of “for-profit education” that are distinct from other non-state actors, such as religious institutions, non-governmental organizations, community-based groups, foundations and trusts. The Special Rapporteur commands the work of these providers and active engagement in upholding the right to education.

The Special Rapporteur also mentions in page 16 of his report that the “provision of alternative schools for linguistic, cultural or religious reasons in line with article 13 of the ICESCR has a recognized place in education systems and is important in maintaining diversity and protecting minorities within countries”.

M. Singh’s report also stresses that public policies can foster communities and NGOs to construct or establish schools for basic education, these playing a meaningful role for the realization of the right to education. There are many examples in Europe of good relationships between civil society and the State like in Spain, Belgium, Denmark or the Netherlands that are telling in this regard.

We want to insist on the fact that privatization comes from a failure from the State, not only for economic reasons. Instead of considering education as a fundamental human right of the person, some States tend to consider education as an instrument for building a state nation. That is what the UNDP Human Development Report 2004 denounced when it talked about the educational system understood as “Construction of a nationalized system of compulsory education promoting standardized curricula and teaching the dominant group’s language, literature and history”.

For our organizations, the best education model would be the one of Article 5 of the Universal Declaration on Cultural Diversity: *All persons should be entitled to quality education and training that fully respects their cultural identity.*