



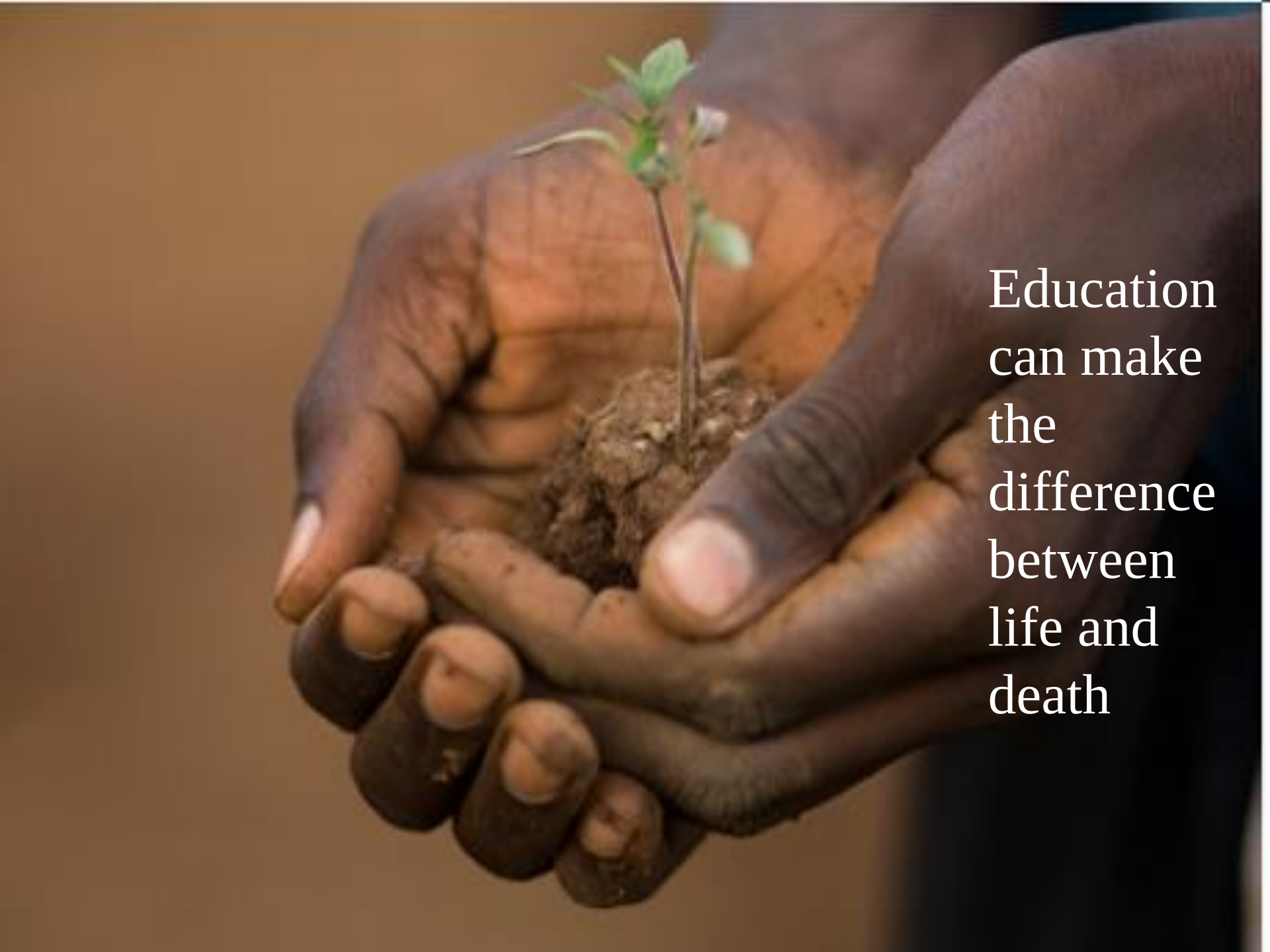
The Human Right to quality, inclusive education

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**Everyone is entitled to the human right to education,
including young children**

A close-up photograph of a pair of dark-skinned hands cupping a small green seedling with soil. The hands are positioned to hold the seedling gently, with the fingers slightly curled. The seedling has a thin stem and a few small green leaves. The soil is dark brown and appears moist. The background is a soft, out-of-focus brown color.

Education
can make
the
difference
between
life and
death

What is going on

- 230 million children and young people are out of school.
- Poverty is the major cause of exclusion in education. But inequalities are compounded by other disadvantages: gender, cultural and economic background, nationality, geography, health, sexual orientation and disability.
- Half of children in low and middle income countries are not taught in a language they speak.
- Low income countries spend 46% of their education budgets on the top 10% most educated students.
- More than 130 million children worldwide who cannot read or write, despite having spent at least four years in primary school.
- If current trends continue, in 2030 only 1 out of 10 children from low income countries will be on track to gain basic secondary education skills.

What should be done: availability

- 20% minimum of national budgets, or 6% of GNP and direct strategically investment to under-served populations.
- Constant improvement of international financing (2012:13% to 10%).
- Strengthen education within humanitarian response.
- Focus on free of charge public education systems.
- Enhance private contribution through GPE.
- Governments must improve legal and policy frameworks, to increase opportunities for out-of-school children, especially girls, including in emergency situations and fragile states.
- Qualified, professionally trained, motivated, and well-paid and well-supported teachers.

What should be done: accessibility

- Non-discrimination. Focus on girls, discriminated population and transitions
- Increase re/entry opportunities: rapid school programmes
- Focus on emergency contexts

What should be done: acceptability

- Create positive, relevant and empowering learning environments.
- Develop gender-sensitive, intercultural approaches to education.
- Improve human rights content of education
- Create safe, non-violent, inclusive and child-friendly education

What should be done: adaptability

- Set inclusive education as the guiding trend. Education should be adapted to children's different needs.
- Mother tongue education should be provided.
- Education policies and programmes should progressively respond to social, economic and cultural contexts where girls and boys live.

What should be done: accountability

- Participatory budgeting, governance, administration and curriculum development. Student councils.
- Girls, learners with disabilities and those coming from marginalised groups should be encouraged to take part in existing mechanisms.

Girls

- Gender discrimination and violence & girl's right to education: expression of a **patriarchal framework**. Many of the education problems are not to be found in school systems but in the discriminatory environment.
- Gender parity vs. Gender equality. Access, content and governance of education: Lead, Learn, Decide and Thrive: aims of education.
- Socialization and construction of gender stereotypes also affects **boys**, who are usually conditioned or induced to adopt intolerant violent behaviour patterns: the urgent need of **CSE**.
- Girls are disproportionately excluded from education (63 million): exclusion is higher at the **secondary level** than the primary level and increases further from the lower to the upper secondary levels. Emergency and fragility.
- Emotional and physical dangers may increase as girls grow into young women and face **SRGBV**, **sexual harassment** and social demands to conform to traditional gender roles: unwanted **pregnancy**, early **marriage** and **motherhood**.
- **School fees** is an economical obstacle and child labor (domestic work) has worsened educational consequences for girls because they must confront other related forms of aggression and exclusion.

Girls

- Demands for investment in girls' education reduce girls' rights to components of macroeconomic factors (increase **per capita growth**)
- **Gender review of Education Sector Plans.** Education Sector Plans should be reviewed against girl-friendly criteria such as accessibility, accountability, participatory school governance, safety and protection measures (emergencies), gender-sensitive curriculum, and well-supported and qualified staff.

Measures:

- Comprehensive policy/affirmative action towards **girls' enrolment**, including focus on marginalised population (migrant, disabilities, minorities, etc.).
- **Effective legislation** against all forms of SRGBV.
- Integrated and comprehensive national **action plans** to combat violence in schools
- Strong **policy** which prohibits violence in schools, including codes of conduct for teachers, staff and pupils
- Effective national child protection systems and community-based child **protection mechanisms**
- In disasters and **emergencies**, responses to ensure that girls and boys are able to access safe and quality education.

Improvements

2000

**100-120 million children
out of school**

**800 million adults
illiterate**

2013

**78 million children out of
school**

**740 million adults
illiterate**

But...

Never before, so
many educated
people had killed
so many others!!!

Education for what?



A woman in a patterned dress is walking through a dry, arid landscape. She is carrying a large, orange, rounded pot on her head. The ground is covered with many small, circular water holes, some of which are filled with water. In the background, there are rolling hills and a clear sky. The overall scene suggests a traditional method of water collection in a dry region.

Right to
education is
not only a
universal
human right,
but also a
foundation of
ecology and
development

The Committee on the Rights on the Child

Education transcends access to formal schooling and embraces the right to a specific quality of education and a broad range of life experiences and learning processes that enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society.

Quality

When we are aware that construction of knowledge within inclusive societies, participation, respect to diversity and human rights realization should constitute the heart of education, we must consider the problem of quality as an issue that goes far beyond the scholar performance or drills acquisition.

Barriers to the realization of the Human Right to Education



Education financing

- The 2030 Agenda for Sustainable Development contains no specific financing commitments to education; currently **the only commitments** made to financing in the new education agenda are included in the Incheon Declaration and the FFA.
- The FFA recognises that the commitments of SDG 4 cannot be realised *without increasing finance*, and reiterates the imperative on States to adhere to the benchmarks of investing 15-20% of public expenditure and 4-6% of GDP in education. It also urges developed countries to make concrete efforts to **reach the target of 0.7% of GNP for official development assistance to developing countries by 2030**, with the aim of filling an annual financing gap of US\$39 billion over 2015-2030 – if developing countries meet domestic financing recommendations – to achieve universal pre-primary, primary and secondary education of good quality in low- and lower-middle-income countries.
- World will require to rise steadily from \$1.2 trillion per year today **to \$3 trillion by 2030**. This means: Low and middle income countries require an annual rate of growth in public education spending of 7%.

Education financing: 4Ss

- Increasing the **SHARE** of the budget going to education: countries should allocate at least 20% of their national budgets, or 6% of their GDP on education.
- Increasing the **SIZE** of the overall government budget simple steps to increase the size of the budget can massively increase the domestic resources available for education, specifically through the scaling up of tax revenues
- Increasing the **SENSITIVITY** of the education budget: headline figures for education spending can sometimes miss out crucial details of whether or not the budget supports the poorest and most marginalised and is working to help improve access to quality education for all
- Increasing citizen **SCRUTINY** of the education budget: the role of citizens and civil society in monitoring government budgets and spending.

Privatisation

- Privatisation & Profitisation
- Public education systems:
 - universality
 - equalising force
 - ensure coherence
 - regulation
 - democratisation & human rights culture
 - sustainability
 - protect girl's right to education and marginalised population

Privatisation facts

- Enrolment primary: 5% in developed countries, 13% in developing countries.
- Enrolment secondary: 10% in developed countries, 17% developing countries
- Enrolment pre-primary: 31% of pre-primary education at global level is privately provided, while in developing countries the level is 46%

Privatisation trends

“Low-cost” private schools

- “Extractivist” rather than rights-based approach to education.
- Low teacher salaries are one of the main factors that ensure that these schools remain ‘low-cost.’
- Unregistered schools, no clues on quality.
- No sustainability.
- Impose a cost on girls’ education which often disadvantages them compared to boys. Entails “*significant gender disparities*”.
- Rather than encouraging the most marginalised into school, low-fee private schools risk putting any children who are perceived less likely to find productive work – such as girls, and children with disabilities.
- Economic impact on poor families.

Criminalisation of social protest



Inclusive education

A human rights model

Inclusive education seeks to enable communities, systems and structures to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people. It therefore requires an in-depth transformation of education systems, not only in legislation and policy, but also in the mechanisms for funding, administration, design, delivery and monitoring of education.

THANKS!

