

An Cosan, Centre for Learning Leadership and Enterprise
Submission to the United Nations
Universal Periodic Review

Twelfth Session of the Working Group on the UPR
Human Rights Council
6th October 2011

EXECUTIVE SUMMARY

The Grassroots Leadership Support Network, as members of civil society welcome this opportunity to participate in Ireland's first opportunity to make a submission and recommendations on Ireland's record of human rights issues.

The groups listed below (in alphabetical order) are all members of the **Grassroots Leadership Support Network**. This Network was established by An Cosan in September 2009 with a view to providing support for local people to take up leadership roles in the community and to sustain them in their leadership roles. The members of the Leadership Support Network meet up once a month to access peer support through sharing information and learning from each others leadership experiences. This Network of community leaders come together to identify issues of concern and actively drive positive social change for the local community. The Grassroots Leadership Support Network is working in collaboration with South Dublin County Council regarding the local community, which is designated as one of disadvantage, Tallaght West. This group of community leaders have expertise, knowledge and first hand experience of issues that are impacting the local community. As such this group are regarded as a valuable resource to the local community in their participation as active drivers of positive social change. This report presents them as representatives of the community working in partnership on various initiatives, which is the desire of the local community. Membership includes:

An Cosan Centre for Learning, Leadership and Enterprise
MacUlliam Residents' Association
Oakley Residents' Association
Fettercarin Community Healthcare Project
Tallaght Travellers Community Development Project
Tallezen multi ethnic cultures in Tallaght

The human right identified by this group of Grassroots Leaders is the right to education. A quality standard of education that meets the educational needs of groups, particularly lower socio-economic groups. Advanced literacy and numeracy skills that are required for economic, social and political participation are included in this submission. The denial of access, selection process's, grouping or streaming of students, economic barriers and educational incompleteness and lack of academic success are recommendations that are respectfully submitted for consideration.

I. BACKGROUND AND FRAMEWORK

An Cosán is a community education centre based in Jobstown West Tallaght. It was originally known as The Shanty and set up in 1986. In 1998 through an inter-departmental government grant a multi-purpose, community based education centre, An Cosan was built in Tallaght West. The centre was established on the basis of the belief that education can provide a fast track out of poverty. An Cosán (the path) is so called because it offers local people a path to learning, leadership and enterprise. The centre provides adult community education and early childhood education and care and social enterprise to an area of Dublin that is severely disadvantaged by poverty and high levels of unemployment. The courses delivered within the centre are designed to address educational needs identified by the community. While all of the courses from basic education to HETAC degrees, support the personal and professional development of participants this is allied with education and action for social change. An Cosáns' vision is for a community committed to a radical form of education, teaching and learning together in how to re-order our society and economy so that we can shape our ways of being human together (AONTAS 2008). An Cosán, is affiliated to the Irish National Adult Learning Organisation AONTAS. The Chief Executive of An Cosán is a member of AONTAS' steering group and a committee member. One of our managers Avril Bailey is also a member of AONTAS.

The representative members of the Grassroots Leadership Support Network in An Cosán came together to explore, identify and agree regarding our human rights' record here in Ireland. A smaller number of representatives have attended the information meeting in December 2010, hosted by the Irish Human Rights Commission, in order to learn more about the Universal Periodic Review taking place every four years and to bring this information back to the network of grassroots leaders. This document respectfully highlights some recent activities and concerns of our community leaders within the recommended framework. It is not exhaustive of human rights issues in Ireland deserving attention.

Recommendations and rights include: access and equality in education, specifically, second chance education for disadvantaged communities. It is noted that UNESCO Convention against Discrimination in Education and the Special Rapporteur on the right to education, advocates for technical assistance, best practices, non-discrimination and access to education, free education, the right to education of minority groups in schools and recognition of languages of diverse ethnic groups.

II. PROMOTION AND PROTECTION OF HUMAN RIGHTS ON THE GROUND

National initiatives have been designed to meet large scale disparities in education participation rates through a number of targeted policies. In 1991 the OECD *Review of National Education Policies: Ireland* report highlighted a weakness in planning and decision making within the Irish context. The White Paper (1995) *Charting Our Educational Future* laid the foundations for evaluating education policy and practice and reflected a shift towards lifelong learning ideals.

One of the core aims was an attempt to attract mature students and adult non-traditional learners into third level. The 1997 Universities Act and the 1998 Education Act give weight to equity of access; the Education Act (1998) also acknowledges that inequities in the education system have given rise to the under representation of those coming from disadvantaged communities.

A number of policy initiatives have been instigated between 1997 and 2003, notably the *National Anti-Poverty Strategy* (NAPS) 1997 (Government of Ireland, 1997), the revised NAPS (Department of Social, Community and Family Affairs, 2002), and the *National Action Plan Against Poverty and Social Exclusion* (2003-2005) (Department of Social, Community and Family Affairs, 2003). All three documents were directed at promoting social inclusion, including educational disadvantage. These strategies acknowledged educational disadvantage as something that was multi-dimensional in nature requiring a more integrated and holistic approach (MacVeigh, 2006). Employability was viewed as the route away from disadvantage emphasising the need both for remedial and preventative measures to be introduced to address the problems arising from disadvantage (ibid.).

The OECD (1997) International Adult Literacy Survey revealed a staggering 25 per cent of Irish adults had literacy problems at level one (Bane, 2007). These statistics proved significant in the development of the Green Paper (1998) *Adult Education in an Era of Lifelong Learning* by the Department of Education, followed by the White Paper (2000) *Learning for Life*. Both these documents were welcomed by a broad range of actors involved in the provision of education across sectors. The White Paper was viewed as a watershed for adult education, particularly those coming from marginalised communities and as central to advancing the opportunities for adult learners (O'Brien and Ó Fathaigh, 2007). In addition, centralised structures such as the Cabinet Committee on Social Inclusion and the Social Inclusion Unit in the Department of Education and Science were established and a number of local partnerships emerged to address educational disadvantage and support communities at local level (MacVeigh, 2006).

B. Implementation of International Human Rights Obligations

The International Human rights treaties ratified by Ireland within the UN include the following; The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) 1965, International Covenant on Civil and Political Rights (ICCPR) 1966, International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966, Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979, Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment (CAT) 1984 and The Convention on the Rights of the Child (CRC) 1989 (see appendix). The leadership network believe these international obligations to be positive steps in the right direction in relation to securing human rights for the people living in Ireland In particular those treaties and obligations that relate to education as a human right.

All the main international human rights instruments contain provisions on the right to education. Compared to other economic, social and cultural rights, the right to education is precise in terms of content and includes both freedoms and entitlements, with correlated obligations. In accordance with the generally recognised typology of obligations for all human rights, known as the 4A's availability, accessibility, acceptability and adaptability that are to be *respected*,

protected and fulfilled (i.e. both facilitated and provided) by the state, as the prime duty-bearer.* Indeed, the Committee on Economic, Social and Cultural Rights (CESCR) recognises “article 13 regards States as having principal responsibility for the direct provision of education in most circumstances”, although the extent of the obligation to fulfil (provide) education is not the same at all levels of education. States have the obligation to take steps “individually and through international assistance and cooperation, especially economic and technical” towards the full realisation of the right to education (see appendix). The state is therefore bound in its domestic sphere; at the international level and especially in multilateral activities where it participates as a member of intergovernmental organisations, including in international standard setting organisations and international financial institutions

Depending on the conditions and internal economic situation, the state has either the obligation to assist or the obligation to seek assistance, as confirmed by CESCR: “in accordance with Articles 55 and 56 of the Charter of the United Nations, with well-established principles of international law, and with the provisions of the Covenant itself, international cooperation for development and thus for the realisation of economic, social and cultural rights is an obligation of all States”. The Committee has also specified that this obligation “is particularly incumbent upon those States which are in a position to assist others in this regard”. ” (see appendix).

The Leadership Network considers the main treaties to be significant steps in enhancing and protecting the human rights of specific groups in society. In particular, the ICCPR and the ICESCR are important strategies, which relate to the educational status of all Irish citizens. The Grassroots Leadership Network respectfully recommends the Irish State undertake considerable reform of our education systems with a focus on equality of outcomes rather than equality of opportunity and access. Ireland is currently comprised of many diverse cultures and groups. The education systems in place are not meeting the needs of lower socio-economic groups, ethnic minorities, traveller community and diversity of age and cultures. The Grassroots Leadership Network outlines the following recommendations that Ireland should undertake in relation to education as a human right.

Revisit The White Paper on Learning for Life (2000) as the main National policy concerning second chance education for disadvantaged groups. Particular attention to Community Adult Education is recommended and for the State to fulfil its commitments made therein. Incorporate education into broader policies to combat poverty and reach the most marginalised. Commit policy and practice to a rights based approach to education. Abolish fees imposed on lower income groups who wish to access Community Adult Education on a part time basis. Invest fairly in community education centres as in schools, and other settings. Provide core funding for community education centres. Abolish admission and selection procedures controlling school entry and abolish grouping procedures, as these practices do not favour lower income groups. Reinstate Special Needs Assistants. Finally, syllabus and assessment design needs to be inclusive of all learning styles and intelligences.

* The concept of these 4As was developed by the former UN Special Rapporteur on the Right to Education, Katarina Tomaševski, and adopted by the Committee on Economic, Social and Cultural Rights (CESCR) in its General Comment No. 13, paragraph 6.

III. ACHIEVEMENTS, BEST PRACTICES, CHALLENGES AND CONSTRAINTS

Numerous policy initiatives have been put in place; however, these do not appear to have resulted in improving the percentage of those from disadvantaged communities accessing third level. Many of the aspirations of the White Paper on Adult Education are yet to be realised, particularly in relation to the importance of community education and the role of community providers in promoting access. Waters (2006) argues that while the White Paper was a welcome policy development and significant in its acknowledgement of the community sector, its failure to resource and follow through on its commitments has been disappointing. Bane (2007) also argues that the White Paper promised much but has delivered little. There is a need to involve communities in collective decision making processes that would give real power to communities, ensure accountability, and give weight to community based representation. This would not only bring about more innovative and flexible approaches to education but would also restore some of the dynamism that has been stifled, in contrast to the more administrative regional educational structures that currently prevail. To date there has been a failure on the part of third level institutions to engage with local communities on issues relating to educational inequality, despite a strong focus on developing access strategies and initiatives targeting socio-economic disadvantage. This has resulted in a number of missed opportunities. As acknowledged in the *National Plan for Equity of Access 2008-2013* (HEA, 2008: 69):

Given the multi-dimensional and cumulative nature of educational disadvantage, it is clear that strategies that rely solely on one agency (e.g. the higher-education institution) to affect change will have limited success. Acting alone few agencies can take responsibility for the pursuit of greater social inclusion, but by joining with other agencies, strategies can be devised to ensure that the significant challenges are addressed in a comprehensive meaningful way.

While the proposed measures within the White Paper Learning for Life 2000 are welcomed by the Grassroots Leadership Support Network of An Cosan, they do not go far enough to address the human fallout of our rapidly deteriorating economy.

Research undertaken on participation rates at third level indicates that students entering professional faculties such as law, medicine and dentistry are disproportionately represented by those coming from middle and upper class backgrounds with little change to entry patterns for those coming from lower socio-economic backgrounds (Clancy, 2001; Lynch, 2006). This suggests that despite interventions, economically generated inequality continues to be a major factor in inequality of outcomes for those coming from lower socio-economic backgrounds. The *National Plan for Equity of Access to Higher Education (2008-2013)* highlights the continuing under representation of lower socio-economic groups in higher education and continuing spatial disadvantage and suggests that ‘*success has been more limited in improving educational outcomes for people from areas where we find concentrations of poverty and disadvantage*’ (HEA, 2008: 26).

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APPENDIX

The Constitution of Ireland 29 December 1937, amended 2002

EDUCATION

Art.42

(1) The State acknowledges that the primary and natural educator of the child is the family and guarantees to respect the inalienable right and duty of parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children.

(2) Parents shall be free to provide this education in their homes or in private schools or in schools recognized or established by the State.

(3) (3.1) The State shall not oblige parents in violation of their conscience and lawful preference to send their children to schools established by the State, or to any particular type of school designated by the State.

(3.2) The State shall, however, as guardian of the common good, require in view of actual conditions that the children receive a certain minimum education, moral, intellectual and social.

(4) The State shall provide for free primary education and shall endeavor to supplement and give reasonable aid to private and corporate educational initiative, and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation.

(5) In exceptional cases, where the parents for physical or moral reasons fail in their duty towards their children, the State as guardian of the common good, by appropriate means shall endeavor to supply the place of the parents, but always with due regard for the natural and imprescriptible rights of the child.

Art.44

(2.4) Legislation providing State aid for schools shall not discriminate between schools under the management of different religious denominations, nor be such as to affect prejudicially the right of any child to attend a school receiving public money without attending religious instruction at that school.

CITIZENSHIP

Article 9

1) 1° On the coming into operation of this Constitution any person who was a citizen of Saorstát Éireann immediately before the coming into operation of this Constitution shall become and be a citizen of Ireland.

2° The future acquisition and loss of Irish nationality and citizenship shall be determined in accordance with law.

3° No person may be excluded from Irish nationality and citizenship by reason of the sex of such person.

2) 1° Notwithstanding any other provision of this Constitution, a person born in the island of Ireland, which includes its islands and seas, who does not have, at the time of the birth of that person, at least one parent who is an Irish citizen or entitled to be an Irish citizen is not entitled to Irish citizenship or nationality, unless provided for by law.

2° This section shall not apply to persons born before the date of the enactment of this section.

3. Fidelity to the nation and loyalty to the State are fundamental political duties of all citizens.

GENDER**Article 41**

2) 1° In particular, the State recognises that by her life within the home, woman gives to the State a support without which the common good cannot be achieved. 2° The State shall, therefore, endeavour to ensure that mothers shall not be obliged by economic necessity to engage in labour to the neglect of their duties in the home.

LANGUAGE**Article 8**

1. The Irish language as the national language is the first official language.

2. The English language is recognised as a second official language.

3. Provision may, however, be made by law for the exclusive use of either of the said languages for any one or more official purposes, either throughout the State or in any part thereof.

RELIGION**Article 44**

1) The State acknowledges that the homage of public worship is due to Almighty God. It shall hold His Name in reverence, and shall respect and honour religion.

2) 1° Freedom of conscience and the free profession and practice of religion are, subject to public order and morality, guaranteed to every citizen.

2° The State guarantees not to endow any religion.

3° The State shall not impose any disabilities or make any discrimination on the ground of religious profession, belief or status.

4° Legislation providing State aid for schools shall not discriminate between schools under the management of different religious denominations, nor be such as to affect prejudicially the right of any child to attend a school receiving public money without attending religious instruction at that school.

5° Every religious denomination shall have the right to manage its own affairs, own, acquire and administer property, movable and immovable, and maintain institutions for religious or charitable purposes.

6° The property of any religious denomination or any educational institution shall not be diverted save for necessary works of public utility and on payment of compensation.

PARENTS

Article 41

1) 1° The State recognises the Family as the natural primary and fundamental unit group of Society, and as a moral institution possessing inalienable and imprescriptible rights, antecedent and superior to all positive law.

2° The State, therefore, guarantees to protect the Family in its constitution and authority, as the necessary basis of social order and as indispensable to the welfare of the Nation and the State.

The main International Human Rights Instruments on the right to Education

Article 55, Charter of the United Nations

With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, the United Nations shall promote:

1. higher standards of living, full employment, and conditions of economic and social progress and development;
2. solutions of international economic, social, health, and related problems; and international cultural and educational cooperation; and
3. universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.

Article 56, Charter of the United Nations

All Members pledge themselves to take joint and separate action in co-operation with the Organization for the achievement of the purposes set forth in Article 55.

Article 2, Universal Declaration of Human Rights (UDHR)

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status...

Article 26, Universal Declaration of Human Rights (UDHR)

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 5, International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)

In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights:

- (e) Economic, social and cultural rights, in particular:
- (v) The right to education and training;

Article 2, International Covenant on Civil and Political Rights (ICCPR)

1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 18, International Covenant on Civil and Political Rights (ICCPR)

4. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Article 26, International Covenant on Civil and Political Rights (ICCPR)

In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

Article 2, International Covenant on Economic, Social and Cultural Rights (ICESCR)

1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.

2. The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 4, International Covenant on Economic, Social and Cultural Rights (ICESCR)

The States Parties to the present Covenant recognize that, in the enjoyment of those rights provided by the State in conformity with the present Covenant, the State may subject such rights only to such limitations as are determined by law only in so far as this may be compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society.

Article 7, International Covenant on Economic, Social and Cultural Rights (ICESCR)

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:

- (a) Remuneration which provides all workers, as a minimum, with:
 - (i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;
 - (ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant;
- (b) Safe and healthy working conditions;
- (c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;
- (d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays

Article 8, International Covenant on Economic, Social and Cultural Rights (ICESCR)

1. The States Parties to the present Covenant undertake to ensure:
 - (a) The right of everyone to form trade unions and join the trade union of his choice, subject only to the rules of the organization concerned, for the promotion and protection of his economic and social interests. No restrictions may be placed on the exercise of this right other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;
 - (b) The right of trade unions to establish national federations or confederations and the right of the latter to form or join international trade-union organizations;
 - (c) The right of trade unions to function freely subject to no limitations other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;
 - (d) The right to strike provided that it is exercised in conformity with the laws of the particular country.
2. This article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces or of the police or of the administration of the State.
3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or apply the law in such a manner as would prejudice, the guarantees provided for in that Convention.

Article 13, International Covenant on Economic, Social and Cultural Rights (ICESCR)

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.
2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:
 - (a) Primary education shall be compulsory and available free to all;
 - (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
 - (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
 - (d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
 - (e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

The European Convention for the Protection of Human Rights (ECHR)

The European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR) was adopted in 1952. Traditional gender stereotypes remain deeply rooted in European culture and manifest themselves in daily practise. As a result, men and women still have unequal opportunities. The Council of Europe actively addresses gender-based violence and it recognizes equality between women and men as a fundamental human right. The ECHR has recently been litigated quite heavily in the area of economic, social and cultural rights, including the right to education, as you will note from the number of relevant cases. (Link to cases)

Article 14

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

[Optional Protocol 1](#) of the European Convention for the Human Rights and Fundamental Freedoms - Enforcement of certain Rights and Freedoms not included in Section I of the Convention

Article 2 - Right to education

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.

European Social Charter (revised)

Article E – Non-discrimination

The enjoyment of the rights set forth in this Charter shall be secured without discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national extraction or social origin, health, association with a national minority, birth or other status.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph I of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 14, International Covenant on Economic, Social and Cultural Rights (ICESCR)

Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.

Article 23, International Covenant on Economic, Social and Cultural Rights (ICESCR)

The States Parties to the present Covenant agree that international action for the achievement of the rights recognized in the present Covenant includes such methods as the conclusion of conventions, the adoption of recommendations, the furnishing of technical assistance and the holding of regional meetings and technical meetings for the purpose of consultation and study organized in conjunction with the Governments concerned.

Article 10, Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- (b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- (d) The same opportunities to benefit from scholarships and other study grants;
- (e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- (f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
- (g) The same Opportunities to participate actively in sports and physical education;
- (h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 2, Convention on the Rights of the Child (CRC)

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 4, Convention on the Rights of the Child (CRC)

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 28, Convention on the Rights of the Child (CRC)

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29, Convention on the Rights of the Child (CRC)

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30, Convention on the Rights of the Child (CRC)

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Article 30, International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (CMW)

Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned. Access to public pre-school educational institutions or schools shall not be refused or limited by reason of the irregular situation with respect to stay or employment of either parent or by reason of the irregularity of the child's stay in the State of employment.

Article 24, Convention on the Rights of Persons with Disabilities (CRPD)

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

(a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

(b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

(c) Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

(b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

(c) Reasonable accommodation of the individual's requirements is provided;

(d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

(e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

- (a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
- (b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
- (c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.