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Thank you. I would like to thank the Chair and the Independent Expert and the organising team not for just organising a forum on an important issue, but organising it in a manner in which I think we focused on action orientated recommendations through which we raised the important issue of values, principles and goals.

I think what I just want to talk very briefly about is to make a number of points about what people have started off yesterday with and continued throughout about the type of document that one wants to see at the end. But I want to raise it in terms of I consider some of the key conceptual issues.

Let me begin by just making one observation when you count the bullet points from section 4 onwards, you generate a list of 48 bullet points in five categories. I think it is not an issues, I just think you need to reflect on it. I think it might be prudent to reduce these and reduce it in a way I think as stated in the initial part of the document but I will [recourse] that the early part of the document says: 'what we laying out is minimum requirements for an effective strategy'. I think instead, you should, [recourse] it as: 'these are the normative essential characteristics for any country to claim to have a good quality education system that promotes the right of education for minorities'. So in other words you list sharp focused and fewer points.

Now on to the, I think, one point I want to raise is not about style but I think what needs to be threaded much clearly through the recommendation is 'who is responsible for which action?' and 'what?'. I think sometimes it states and sometimes it is the authorities which is fine. But I also think sometimes we need to clarify the responsibilities particularly in the field of education where authority and responsibilities disperse.

I want to single out the issue of curriculum. States may develop curriculum frameworks but the actual implementation drafting of curriculum is dispersed either in decentralised manner to regional authorities and in some cases it is private sector companies that produce the textbooks. I think we need to have a much sharper delineation and understanding of the educational process around certain recommendations. Thus, I suggest by asking who is expected to do what? We only change the style but we also focus on it.

The second point I think we might be, it might be prudent to separate the bullet points into those which are statements of action and statements of principle of fact. For example, under Equal Access to Quality Education for minorities the principle of non-discrimination is a key to securing equal access to education is a statement of principle. It is what you believe up-front about access. I think this bullet after that follows which is about somebody have to ensure that principle is realised.

Third, I think we need to consider and I have raised this yesterday about of time and targets. Whether there is time attached to some of these things or there is a mechanism by which they are monitored or reviewed.

And ending with one thing we have touched on and it is clear that the diversity of groups and inputs we have reflect strongly but which I don't think comes out clearly in the document. One is it's understandable in a discussion when you are talking about rights to focus very much on obligations and responsibilities. But I think we need to understand that often rights are secured in the constant struggle and protest by social movements. And I am mentioning this for two reasons: I think the document needs to acknowledge that it is through the process of groups arguing and advocating for their rights that rights become more real and in that doing they re-confirm their own identities and I think there are two parts to it, if I can just briefly say: one is, I think the document is [often] must note that; secondly, I think there needs to be a recommendation that state parties have a responsibility to create the conditions not to legitimise but the conditions for civil society and social movements to exert in order to challenge both the non-existence of the rights or the [not clear] improper implementation of a right.

Thank you.