

Honorable Minister of Education of Thailand,
Excellencies,

to "making the right to development a reality for everyone and to freeing the entire human race from want." Similarly, the Outcome Document resulting from the 2010 MDG Review Summit recognizes the importance of respecting, promoting and protecting all human rights,

Affirmative action and promotional measures are highly important in addressing educational needs of the economically and socially marginalized, and the poor. Such measures may be suitable in cases of longstanding or historical and persisting forms of discrimination. Such

lays down the criteria of 'merit or need ' with respect to "grant of scholarships or other forms of assistance to

The MDG 3 on gender parity and access to education by girls at all levels in education should also be viewed through a human rights perspective. It reflects the state obligations under the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979). This Convention establishes women's right to education, both as entitlement and as

measures to eliminate discrimination against women in order to ensure them equal rights with women" access to education at all levels and in all its form.

In this process, elaboration of legal framework on the right to education of women and girls deserves special consideration, as underlined by the Ministerial Declaration at the 2010 High-Level Segment of the ECOSOC, stressing the need for supporting "legislative developments"

This would provide leverage in accelerating progress towards the MDG 3. Evolving national legal frameworks is in fact a responsibility Governments assume when ratifying human rights treaties. Moreover, the importance of such national framework must be recognized for devising policy measures. In this context, education and training programmes must be developed aimed at empowering girls and women, as in case of Bangladesh, for instance.

The Background Note prepared for this meeting treats the MGD 4: child morality; MGD 5: maternal health; and MGD 6: education and HIV/AIDS, malaria and other diseases, altogether. They are indeed interwoven within the framework of the right to health, which in turn has strong linkages with the right to education.

The right to health is established by the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966). The General Comment on the Right to Highest Attainable Standards of Health, elaborated by the UN Committee on Economic, Social and Cultural Rights, confirms several obligations of the States parties to the Covenant, such as ensuring reproductive, maternal (pre-natal as well as post-natal) and child health care. This General Comment further emphasizes the importance of educational dimensions of the right to health, education, and access to information concerning the main health problems in the community, including methods of preventing and controlling them; as also appropriate training for health personnel, including education on health and human rights." (para. 44).

The educational dimensions of the right to health are also reflected in Outcome Document of 2010 MDGs Review Summit, which recognizes the importance of developing appropriate policies and actions to promote health education. Evidence indicates that the education of mothers has a positive effect on child survival. Experience in the Philippines, for instance, shows that having a mother with primary education reduced l.

A human rights perspective on MDG 7 on sustainable development would give prominence to principles and norms necessary to guide State action. The concept of sustainable development as expressed in MDG