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Distr.: General
18 September 2026

Original: English

Human Rights Council
Sixty-third session
7 September–9 October 2026
Agenda item 9
Racism, racial discrimination, xenophobia and related forms of intolerance: follow-up to and implementation of the Durban Declaration and Programme of Action

Education as a tool to prevent racism, racial discrimination, xenophobia and related intolerance

Report of the United Nations High Commissioner for Human Rights*

Summary

In the present report, pursuant to Human Rights Council resolution 57/24, the United Nations High Commissioner for Human Rights outlines relevant education-related practices and measures critical to preventing racism, racial discrimination, xenophobia and related intolerance in and through education. The report emphasizes the need for States to adopt a human rights-based, transformative approach to dismantling racism that may be embedded across educational structures, institutions and systems, with a view to ensuring inclusive, equitable and anti-racism education systems.

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* The present report was submitted to the conference services for processing after the deadline owing to circumstances beyond the submitter's control.

I. Introduction

1. The present report is submitted pursuant to Human Rights Council resolution 57/24, which requested the United Nations (UN) High Commissioner for Human Rights to submit a comprehensive report analysing relevant education-related practices and measures to prevent racism, racial discrimination, xenophobia and related intolerance. The report draws upon 135 submissions received from States and other actors, further to a call for inputs,[1] as well as information and analysis from UN entities and human rights mechanisms.

2. The report examines education-related practices and measures across four interrelated dimensions of formal, primary and secondary education:

(1) Governance and accountability;

(2) The educational environment;

(3) Curricula, pedagogies and educational materials; and

(4) Representation and training of teachers, educational personnel and authorities.

II. International human rights framework

3. International human rights instruments underscore the crucial role of education in preventing racism, racial discrimination, xenophobia and related intolerance. The International Convention on the Elimination of All Forms of Racial Discrimination requires State Parties to prohibit and eliminate racial discrimination in all its forms and guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, including in the enjoyment of the right to education and training. It further highlights the role of "teaching, education, culture and information" in promoting understanding, tolerance and friendship among nations and racial or ethnic groups.[2]

4. Further, the Universal Declaration of Human Rights[3] and the International Covenant on Economic, Social and Cultural Rights[4] recognize the right of everyone to education, while the Convention against Discrimination in Education commits States to eliminate and prevent discrimination in education.[5] The Committee on Economic, Social and Cultural Rights has emphasized that education in all its forms and at all levels shall exhibit the interrelated and essential features of availability, accessibility, acceptability and adaptability.[6]

5. The Convention on the Rights of the Child similarly recognizes the right of the child to education without discrimination of any kind. It provides that education should include the development of respect for the child's cultural identity, language and values, the national values of the country in which the child lives, and of the country from which the child may originate, and for civilizations different from the child's own. Education should also prepare the child for responsible life in a free society, in a spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of Indigenous origin.[7]

6. The Durban Declaration and Programme of Action emphasizes that education is critical to combatting racism, racial discrimination, xenophobia and related intolerance.[8]

[1] Submissions are available at: https://www.ohchr.org/en/calls-for-input/2026/call-input-2026-report-un-high-commissioner-human-rights-human-rights-council. State submissions were received from: Armenia, Austria, Azerbaijan, Plurinational State of Bolivia, Brazil, Chile, Dominican Republic, Ecuador, El Salvador, Germany, Guatemala, Iraq, Italy, Mexico, Morocco, State of Palestine, Romania, Russian Federation, Saudi Arabia, Spain, Togo, United Arab Emirates, Uruguay, Uzbekistan and Zimbabwe.

[2] Arts. 5(v)), 7. See also CERD/C/GC/35.

[3] Art. 26(2).

[4] Art. 13(1).

[5] Arts. 3, 5(a).

[6] E/C.12/1999/10.

[7] Arts. 2, 28-29. See also CRC/GC/2001/1.

[8] Para. 80.

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Specifically, the Durban Declaration recognizes that education—including human rights education and education which is sensitive to and respects cultural diversity, especially amongst children and young people—is key to changing attitudes and behaviour based on racism, racial discrimination, xenophobia and related intolerance and to promoting tolerance and respect for diversity in societies. It further notes that education is a determining factor in the promotion, dissemination and protection of the democratic values of justice and equity, which are essential to prevent and combat the spread of racism, racial discrimination, xenophobia and related intolerance.[9]

7. The UN Declaration on Human Rights Education and Training underscores that human rights education and training should be based on the principles of the Universal Declaration of Human Rights and relevant treaties and instruments, with a view to, inter alia, combating and eradicating all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.[10] Sustainable Development Goal 4 further commits States to ensuring equity and inclusion in and through education, and to address all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention, completion and outcomes.[11]

8. The UN Declarations on the Rights of Indigenous Peoples[12] and on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities[13] recognize the right to education without discrimination and urge States to ensure that education provides access to and knowledge of the histories, traditions, cultures, languages and contributions of such groups. Additionally, the Programme of Activities of the Second International Decade for People of African Descent calls upon States to promote greater knowledge, recognition of and respect for the culture, history and heritage of people of African descent; promote full and accurate inclusion of the history and contribution of people of African descent in educational curricula; and ensure textbooks and educational materials accurately reflect historical facts, particularly regarding slavery, the slave trade and colonialism, to avoid stereotypes and historical distortion.[14]

9. Regional strategies further underscore the role of inclusive and intercultural education in addressing intolerance and fostering diversity, mutual respect, social cohesion, inclusion, and equality.[15]

III. Guiding principles

10. States should adopt a human rights-based approach to preventing racism in and through education that seeks to ensure inclusive, equitable and anti-racism education systems,[16] in accordance with their obligations under international human rights law, notably the prohibition of racial discrimination. Such an approach should recognize that racism in education is not merely the result of individual acts or attitudes, but may be embedded in educational structures, policies, practices and institutions, reproducing or exacerbating racial inequalities.

[9] Paras. 95, 97.
[10] Arts. 2, 4(e).
[11] A/RES/70/1. See also https://unesdoc.unesco.org/ark:/48223/pf0000245656.
[12] Art.14(2).
[13] Art. 4(1).
[14] A/RES/79/193; A/RES/69/16.
[15] https://commission.europa.eu/document/download/f4acc4d4-689e-4db8-8c89-c7243b76ab88_en?filename=JUST_template_comingsoon_standard_0.pdf; https://education-au.org/resources/category/47-continental-education-strategy-for-africa-2026-2035; https://www.oas.org/es/sedi/dhdee/IX%20Reunion%20Ministros%202022/English/CIDED00295E02.docx; https://www.oas.org/en/IACHR/jsForm/?File=/en/iachr/media_center/PReleases/2023/042.asp; https://asean.org/book/asean-work-plan-on-education-2026-2030/; https://unesdoc.unesco.org/ark:/48223/pf0000381962; https://forumsec.org/sites/default/files/2024-03/PACIFI~1_0.PDF.
[16] A/HRC/62/55/Add.1; A/HRC/57/72.

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11. Pursuant to this approach, the right to education is understood as the right to inclusive and equitable quality education.[17] The principles of inclusion, non-discrimination and equality[18] should underpin practices and measures addressing racism embedded within educational systems, structures and institutions. Inclusion, which is the result of a process of systemic reform involving in-depth and whole-of-system changes seeking to identify and remove barriers to education and respond to learners' diverse needs,[19] provides a useful framework for the systemic transformation required to identify and dismantle structural and institutional forms of racism and achieve anti-racism education systems.

12. Such anti-racism education should be child-centred, recognizing the unique characteristics, interests, abilities, and learning needs[20] of children belonging to marginalized ethnic and racial groups who face exclusion from educational systems and institutions. It should also apply an intersectional framework to identify and address multiple and intersecting forms of discrimination.[21]

IV. Education's dual impact

13. Education has the potential to challenge deep-rooted discrimination, prejudices and the legacies of historical injustices, as well as to contribute to the promotion of anti-racism values and attitudes, including human rights, equality, tolerance, empathy, and respect for diversity. Education can further foster understanding of all persons as right holders and deserving of moral consideration and instil intellectual habits of independent and critical thinking.[22] These functions demonstrate the role of education in preventing racism, racial discrimination, xenophobia and related intolerance.[23]

14. Conversely, education can also reproduce and perpetuate racism by entrenching social divisions; fuelling intolerance, resentment and racial abuse and violence; and reinforcing false notions of racial hierarchies and superiority.[24] Laws, policies, practices and attitudes—frequently rooted in the legacies of colonialism and enslavement—may result in direct or indirect discrimination, distinction, exclusion, restriction or preference on the basis of race, colour, descent, or national or ethnic origin.[25]

15. In some contexts, education is deliberately instrumentalized to foster discrimination and division, including through the manipulation of access to education and its content.[26] UN reports and submissions highlighted that children belonging to marginalized racial and ethnic groups may be denied equitable educational opportunities,[27] undergo forced assimilation,[28] and/or confinement to segregated schools and classrooms.[29] UN experts and civil society submissions have also expressed concern at inequitable school funding and closures, which disproportionately affect students belonging to marginalized racial and ethnic groups.[30]

[17] A/74/243.
[18] Ibid.; A/HRC/38/32; A/HRC/62/39; E/C.12/1999/10; A/HRC/59/33.
[19] A/HRC/40/27; CRPD/C/GC/4; CRC/C/GC/9; A/HRC/62/39. See https://unesdoc.unesco.org/ark:/48223/pf0000140224.
[20] CRC/GC/2001/1; A/HRC/59/33.
[21] See A/HRC/59/62; A/HRC/57/67; https://www.ohchr.org/sites/default/files/documents/issues/minorities/30th-anniversary/2022-09-22/GuidanceNoteonIntersectionality.pdf.
[22] CRC/GC/2001/1; A/HRC/37/65; A/HRC/23/56; E/CN.4/2002/60; A/HRC/54/70.
[23] A/HRC/20/33.
[24] A/HRC/37/65.
[25] A/HRC/47/CRP.1.
[26] A/HRC/37/65.
[27] Submissions by Bahá'í International Community (BIC); Dr. R. Chanturia; Equal Education Law Centre and Equal Education (EELC & EE), MINBYUN - Lawyers for a Democratic & Solidarity for Asian Human Rights; Protection of Rights without Borders.
[28] A/80/479; A/HRC/43/62.
[29] A/74/243; A/HRC/23/56; CERD/C/USA/CO/10-12. See Submissions by Ombudswoman of the Republic of Croatia; Institution of Human Rights Ombudsman of Bosnia and Herzegovina (IHROBiH); Global Forum of Communities Discriminated on Work and Descent (GFCD).
[30] CERD/C/USA/CO/10-12; A/74/243; Submission by ação educativa.

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16. UN reports and civil society submissions further emphasized how educational systems can reproduce and reinforce racism through curricula and educational materials that privilege Eurocentric, monocultural, hegemonic, and colonial frameworks, erase Indigenous, Black and minority histories, knowledge and identities, and deny access to multilingual education, including in Indigenous, minority and sign languages, as well as multicultural education.[31] Curricula may also disseminate propaganda and political ideologies that perpetuate negative stereotypes, prejudice, inferiority narratives, and false narratives of "others," and minimize or deny historical injustices and serious human rights violations.[32]

17. Civil society submissions highlighted that in some contexts, education systems are characterized by linguistic assimilation and ideological indoctrination through the elimination of national minority education, including language education; the purging of curricula, libraries and schools; and the dismissal of teachers and academics under the guise of combating extremism.[33] Education in situations of occupation may be used to discriminate against children on the basis of national, racial or ethnic origin, diminish their cultural heritage and identity, and promote one-sided interpretations of history.[34] Moreover, the barring of anti-racism education, alongside the exclusion and omission of positive histories, contributions and representations of marginalized racial and ethnic groups in educational content and teaching staff,[35] further entrenches prejudice and negative stereotypes and inhibits intercultural empathy and understanding considered necessary to combat racism.

18. Educational institutions may also be sites of racial abuse and violence, which may be compounded by multiple and intersecting forms of discrimination. In some contexts, students belonging to marginalized racial and ethnic groups experience bullying, cyberbullying, hate speech, incitement to hatred, intimidation, sexual violence, abuse and harassment by fellow students, teachers, educational personnel and administrators.[36] They may also be subjected to excessive surveillance and disproportionally harsher disciplinary measures.[37] In some contexts, the lack of an effective firewall between educational institutions and immigration and law enforcement may also instil fear in children belonging to marginalized racial and ethnic groups, including racialized migrant and refugee communities.[38]

19. Teachers can seriously affect the performance of racialized children by being prejudiced and having low expectations of their abilities.[39] In some instances, teachers award students belonging to marginalized racial or ethnic groups lower grades and recommend educational paths that reduce their opportunities for higher education.[40] Children belonging to marginalized racial and ethnic groups may also be diverted to vocational or manual training

[31] A/HRC/57/72; A/HRC/47/32; Submissions by SETA Project, Foundation for International Democracy.

[32] A/74/243; A/HRC/59/33; A/80/479; A/HRC/47/32; A/68/296; A/HRC/37/65. See Submissions by Fédération Étudiante des Droits de l'Homme, Jeunesse Étudiante Tamoule, Association Caritative Étudiante pour la Jeunesse, Association des élèves et étudiants Tamouls en France, Association des Femmes pour la Lutte contre la Pauvreté, Association des Femmes Solidaires du Monde, Action de la Jeunesse pour le Développement Durable, Association des Étudiants Tamouls de France, Centre International des Droits de l'Homme, Association Jeunesse Insertion Solidarité, Association de Défense des Droits des Enfants, Association des Etudiants Africains de la Sorbonne, Nièvre Action Droit de l'Homme, Réseau International pour les Droits de l'Homme et de l'Etat de Droit, Étudiants pour une Société Durable Paris, BIC, UNESCO.

[33] Submissions by Legal Initiative, Belarusian Helsinki Committee, Sudanese Human Rights Monitor Organization.

[34] See e.g., https://www.ohchr.org/sites/default/files/documents/countries/ukraine/2025/forced-displacement-forcible-transfer-territory-ukraine-deportation-barriers-en.pdf; https://www.ohchr.org/sites/default/files/documents/form/2025-03-21-ohchr-report-children-s-rights-in-ukraine.pdf.

[35] A/HRC/57/72; CERD/C/USA/CO/10-12.

[36] A/HRC/57/28; A/HRC/59/33; A/78/364; https://www.ohchr.org/sites/default/files/Documents/Issues/Women/WRGS/ReportGirlsEqualRightEducation.pdf; Submission by Norwegian Centre against Racism (NCR).

[37] A/HRC/57/67; A/74/274.

[38] CMW/C/GC/4-CRC/C/GC/23; A/HRC/47/CRP.1.

[39] A/HRC/57/72.

[40] A/HRC/47/CRP.1; A/74/274.

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and out of the mainstream, general educational trajectory.[41] Many teachers also lack adequate training to identify racial discrimination, teach anti-racism, human rights and inclusive curricula, and support students belonging to marginalized racial and ethnic groups, including girls, linguistically diverse students, and students with disabilities.[42]

20. Girls belonging to marginalized racial and ethnic groups face specific barriers to access to education, often compounded by intersectional factors and rooted in intersecting gender and racial stereotypes.[43] For example, they may face restrictive school policies, such as those regulating their appearance, including on the basis of actual or presumed religious beliefs, as well as due to early pregnancy and child marriage.[44]

21. Such realities, amongst others, contribute to attainment gaps as well as higher illiteracy and dropout rates among students belonging to marginalized racial and ethnic groups,[45] furthering their exclusion within society.

V. Eliminating racism in and through education

22. As illustrated above, racism, racial discrimination, xenophobia and related intolerance in education is not confined to isolated, individual acts, but is embedded within educational systems, structures and institutions. To effectively prevent racism in education, States must adopt comprehensive practices and measures that target both contemporary manifestations of racism and root causes across the foundational dimensions of education, with a view to transforming education systems to ensure they are inclusive, equitable and anti-racist.

A. Governance and accountability

23. Educational governance relates to the operationalization or regulation of the educational system, including laws, policies, institutions, administrative procedures and practices, monitoring and accountability mechanisms, and judicial procedures.[46] Good governance in education, characterized by access to information, transparency, participation and accountability,[47] can play an important role in addressing the institutional structures and practices that create or perpetuate racial inequities in and through education.

24. Submissions by States and others highlighted a range of governance measures aimed at preventing and addressing racism, racial discrimination, xenophobia and related intolerance in education. Several submissions referred to legislative and policy frameworks that establish obligations to prevent racial discrimination and advance inclusion in education. Bolivia highlighted that several legal frameworks embed within the education system principles of decolonization, intraculturality, interculturality, multilingualism, inclusion and de-patriarchization, with the aim of reversing historical patterns of exclusion and promoting equality and respect for diversity.[48] In their submissions, the Dominican Republic, Romania, Russian Federation and Zimbabwe reported they had adopted education-related laws with the aim of ensuring access to education without discrimination on the basis of race and other identities.[49] Romania further reported that Law No. 198/2023 prohibits school segregation on the basis of ethnicity, amongst other grounds.[50] Spain explained that Law 15/2022 on Equal

[41] A/HRC/42/59/Add.1; A/HRC/57/67.
[42] See https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/10/results-from-talis 2024_28fbde1d/90df6235-en.pdf.
[43] CEDAW/C/GC/36; CEDAW/C/CZE/CO/7; https://www.ohchr.org/sites/default/files/Documents/Issues/Women/WRGS/ReportGirlsEqualRightEducation.pdf.
[44] CRC/C/GC/11; CEDAW/C/GC/36; CEDAW/C/AZE/CO/6; Submissions by D. Patel, Collectif contre l'Islamophobie en Europe (CCIE), Unia, ação educativa.
[45] A/HRC/47/CRP.1.
[46] A/HRC/38/32.
[47] Ibid.
[48] Submission by Bolivia.
[49] Submissions by Dominican Republic, Romania, Russian Federation, Zimbabwe.
[50] Submission by Romania.

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Treatment and Non-Discrimination obliges educational authorities to eliminate stereotypes, guarantee non-discrimination in admission and participation in educational services, exclude discriminatory schools from public funding, and implement measures to prevent school segregation.[51] A civil society submission highlighted that in India, the Scheduled Castes/Tribes (Prevention of Atrocities) Act, 1989, contains safeguards concerning discrimination and violence against members of caste and tribal communities, including in education.[52]

25. Other submissions highlighted governance measures designed to operationalize inclusion within education systems. Italy outlined legal frameworks concerning the linguistic inclusion of newly arrived foreign students through the provision of additional Italian language teachers to classes with a high proportion of such students.[53] A civil society submission described the linguistic immersion model in Catalonia and the Balearic Islands, Spain, which it noted seeks to integrate migrant children into mainstream classrooms and prevent segregation based on origin or linguistic background.[54]

26. At the policy level, submissions reported that in Brazil the National Policy for Equity, Education for Ethnic-Racial Relations and Quilombola School Education includes educational actions and programmes aimed at addressing ethnic-racial inequalities and racism across primary and secondary education.[55] Submissions by a civil society organization and by the Greek National Commission for Human Rights and noted that Cuba's National Program against Racism and Racial Discrimination and Greece's National Action Plan against Racism and Intolerance (2026-2029) identify education as an area of intervention in combatting racism and racial discrimination.[56]

27. Submissions also emphasized the importance of monitoring and data collection in identifying and addressing racial discrimination in education. Brazil described the systematic collection of disaggregated data by race/colour through the Racial Equity Assessment enabling the evaluation of the effectiveness of anti-racist education initiatives as well as the monitoring of key indicators (e.g., curriculum review, continuing professional development and the adoption of protocols to tackle racism in schools).[57] Ecuador reported it had conducted a situational assessment of racial discrimination in sixty-nine educational institutions in 2024, identifying structural racism and racial discrimination in education.[58] Mexico noted that the 2022 National Survey on Discrimination documented the effect of discrimination on the educational experiences of Indigenous Peoples, people of African descent, and other historically discriminated groups. Mexico stated that such information informs public policies, inclusion measures, and actions aimed at preventing and combating racism in educational settings.[59]

28. Several submissions further underscored the importance of participation, including children's participation, in educational governance. Mexico described its "Networks for Transformation" strategy, which it reported seeks to establish permanent mechanisms for participation, dialogue, collaboration, and engagement between the National Council to Prevent Discrimination and civil society on issues of equality and non-discrimination, including in education.[60] The Ombudsman of Serbia reported that its Youth Advisory Panel enables children and young people to participate in matters concerning their rights, including education.[61] Spain reported that the Council for the Elimination of Racial or Ethnic

[51] Submission by Spain.
[52] Submission by Sambhali Trust.
[53] Submission by Italy.
[54] Submission by Plataforma per la Llengua.
[55] Submissions by Brazil, Geledés Instituto da Mulher Negra (Geledés), Instituto Alana.
[56] Submissions by the Greek National Commission for Human Rights (GNCHR), 4Métrica and Civil Rights Defenders.
[57] Submission by Brazil.
[58] Submission by Ecuador.
[59] Submission by Mexico.
[60] Ibid.
[61] Submission by Protector of Citizens (Ombudsman) of the Republic of Serbia.

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Discrimination enables organizations representing groups affected by racial or ethnic discrimination to participate in the design and monitoring of education policies.[62]

Way forward

29. Legal and policy frameworks prohibiting racism, racial discrimination, xenophobia and related intolerance in the context of formal, primary and secondary education are essential for preventing racism in and through education. States should adopt comprehensive anti-discrimination and inclusive education laws and policies that explicitly prohibit discrimination in education based on race, colour, descent, or national or ethnic origin[63] and outline measures to identify, prevent and address racial discrimination, in line with their obligations under international human rights law.

30. To be effective, legal and policy frameworks must be accompanied by comprehensive implementation plans, including national strategies and action plans, with clear timelines, dedicated resources, measurable human rights indicators and robust monitoring and evaluation mechanisms to translate commitments into practice.[64]

31. Effective implementation also requires robust accountability and monitoring mechanisms. States should establish and maintain independent, transparent and effective mechanisms, with adequate representation and meaningful participation of marginalized racial and ethnic groups and civil society, to monitor the implementation of anti-racism and inclusion laws and policies, assess institutional performance and publicly report on progress in eliminating racial discrimination in education.[65] Independent national human rights institutions, Ombudspersons and equality bodies should undertake monitoring roles, equipped with adequate resources, institutional independence and mandates to address and dismantle racism in education, including its structural and institutional dimensions.[66]

32. Such mechanisms should also be empowered to collect and analyse data disaggregated by race or ethnic origin, gender, age and other factors, to identify and measure the extent of racism, racial discrimination, xenophobia and related intolerance within the education system, subject to strict safeguards, and in accordance with international human rights law.[67] Relevant indicators may include incidents of racial discrimination, including violence in educational settings (online and offline), disparities in access, outcomes and achievements, retention and dropout rates, discipline, and teacher representation.[68] Such data should be made public and inform State measures to prevent and address racism in education.[69]

33. Effective accountability further requires accessible, confidential and enforceable mechanisms for identifying and reporting racism in education and challenging discriminatory laws, policies, decisions and practices.[70] States should provide students, parents and community members belonging to marginalized racial and ethnic groups with access to information about their rights, the State's obligations to prevent racial discrimination, and

[62] Submission by Spain.
[63] A/HRC/23/56; Submission by NCR.
[64] CEDAW/C/GC/36; E/C.12/GC/20; Submissions by Uruguay – Human Rights Directorate of National Public Education Administration; Arab Renaissance for Democracy and Development (ARDD), SETA Project.
[65] E/C.12/1999/10; A/HRC/57/68; A/HRC/38/32; https://www.unesco.org/en/legal-affairs/recommendation-education-peace-and-human-rights-international-understanding-cooperation-fundamental?hub=87862.
[66] Submissions by the Jordanian National Centre for Human Rights, Human Rights Commission of the Maldives, Office of the Ombudsman of Peru, EELC & EE, International Alliance for Peace and Development.
[67] E/C.12/1999/10; A/HRC/38/32; A/72/496; A/HRC/57/28; Submissions by ARDD, EELC & EE, Geledés, NCR.
[68] See https://www.ohchr.org/sites/default/files/Documents/Issues/Development/RTDBook/PartIVChapter24.pdf;https://www.ohchr.org/sites/default/files/Documents/Publications/Human_rights_indicators_en.pdf.
[69] A/HRC/47/CRP.1.
[70] A/HRC/62/39; CEDAW/C/GC/36; https://www.ohchr.org/sites/default/files/Documents/Issues/Women/WRGS/ReportGirlsEqualRightEducation.pdf.

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available support and compliant mechanisms.[71] Such mechanisms must operate promptly, fairly and transparently, be adequately resourced, and tasked with the authority to identify institutional responsibility and require corrective measures and remedies.[72]

34. Finally, States should ensure the right to meaningful, safe and inclusive participation of students, parents and teachers belonging to marginalized racial and ethnic groups, as well as civil society organizations and affected communities, in the design, implementation and evaluation of education-related practices and measures, including educational laws and policies, school admissions, curricula and learning materials, teaching methods, teacher selection and training, budgeting, child-protection systems and reporting mechanisms.[73] For example, permanent mechanisms for collaboration, engagement and coalition-building between governments, educational institutions, and the aforementioned stakeholders may be established to this end.[74]

35. Children, in particular, are not merely beneficiaries of anti-racism education, but co-designers, knowledge holders, advocates and partners.[75] Their participation should be grounded in their right to express their views freely and have their views be given due weight.[76] States should facilitate children's continuous participation in the aforementioned permanent mechanisms as well as in student councils, school boards or education councils at the national, state and municipal levels.[77]

B. Educational environments

36. A safe, child-friendly, inclusive and non-violent educational environment[78] is fundamental to preventing racism, racial discrimination, xenophobia and related intolerance in and through education. The Committee on the Rights of the Child emphasized that education must protect children from violence, discrimination and harmful disciplinary practices.[79] Moreover, the Durban Programme of Action urged States to support efforts to ensure safe school environments, free from violence and harassment motivated by racism, racial discrimination, xenophobia or related intolerance.[80]

37. Submissions by States and others reported on various measures and practices seeking to foster safe and inclusive educational environments, free from racism, racial discrimination, xenophobia and related intolerance. Armenia reported on the "Cultural Diversity" school programme, which it noted aims to foster respect for different cultures, support integration of students from national minorities, and promote understanding, cultural diversity and tolerance.[81] Austria noted that the School Education Act seeks to promote a respectful, non-discriminatory school climate.[82] Other submissions noted knowledge tools and instructions in Bosnia and Herzegovina and Türkiye on addressing anti-Romanyism in education and hate speech and xenophobia on the basis of race, colour and ethnic origin, respectively. [83] A civil society submission described the *Amalan Terbaik Hak Asasi Manusia* initiative in Malaysia, which seeks to integrate universal values of human rights and dignity into the school

[71] Submissions by CCIE, humanrights.ch, NCR.
[72] A/HRC/38/32.
[73] CRC/C/GC/12; A/HRC/43/62; https://www.unesco.org/en/global-citizenship-peace-education/recommendation; Submissions by Ecuador, Geledés, Intercultural Dialogue Platform (IDP), NCR.
[74] Submissions by ARDD, SETA Project.
[75] CRC/C/GC/12; CRC/C/ESP/CO/7; A/HRC/62/39; Submission by J. Tian; https://www.unesco.org/en/global-citizenship-peace-education/recommendation.
[76] CRC, art. 12; ICCPR, art. 25; CRC/C/GC/12; A/HRC/59/33; A/HRC/62/39.
[77] CRC/C/GC/12; CRC/C/ESP/CO/7; Submission by Instituto Alena.
[78] A/HRC/62/39; A/78/364; A/HRC/59/33. This includes the physical school environment, the neighbourhood(s) surrounding the school, the journey to and from school, and the digital environment. https://unesdoc.unesco.org/ark:/48223/pf0000373718.
[79] CRC/GC/2001/1.
[80] Para. 123(f).
[81] Submission by Armenia.
[82] Submission by Austria.
[83] Submissions by IHROBiH, Human Rights and Equality Institution of Türkiye.

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environment.[84] Mexico highlighted federal awareness campaigns celebrating diversity in the classroom, relating to children and adolescents on the move, clothing and hairstyle of children of African descent, and culturally-relevant education for Indigenous children.[85]

38. Submissions by States and other stakeholders reported on mechanisms for prevention, reporting, investigation and remedying racial discrimination, violence and bullying in schools. Mexico reported that the National Council to Prevent Discrimination receives and handles complaints involving racial discrimination against children and adolescents in educational settings through guidance, mediation, and complaint procedures.[86] Spain reported that the Independent Authority for Equal Treatment and Non-Discrimination assists and advises victims of discrimination, supports mediation and conciliation, conducts investigations, brings legal actions, and produces reports and statistics on equality and non-discrimination.[87]

39. The National Human Rights Commission of Greece noted that students and parents can report school violence and bullying connected with racial or ethnic origin, religion or other protected characteristics through the stop-bullying.gov.gr platform.[88] The Nigeria National Human Rights Commission reported that the National Policy on Combating Discrimination in Schools provides academic administrators with toolkits to address online and offline cyber-bullying, racial slurs, and digital hate speech targeted at minority children. The Commission stated that its "Redressal Mechanism" provides an independent and accessible complaint pathway for students, parents, or civil society groups to securely report systemic discrimination or disproportionate punitive disciplinary practices.[89]

40. Submissions further underscored the importance of child protection and support measures in fostering safe educational environments. Azerbaijan noted interventions in incidents of violence, abuse or violation of children's rights in education institutions, and efforts to promote a safe school environment.[90] The State of Palestine reported that school counsellors play a critical role in mediating conflicts and fostering peer-to-peer respect.[91]

Way forward

41. Educational environments should operate in the best interests of the child and respect and protect children's rights.[92] Child-friendly schools providing interactive, caring, protective and participatory environments for children free from racism, racial discrimination, xenophobia and related intolerance are key.[93]

42. To this end, States should adopt, implement and transparently enforce policies, procedures and programmes that confront all forms of racial discrimination, violence and bullying against children belonging to marginalized racial and ethnic groups, celebrate diversity, promote inclusion and foster respect among school community members. Such measures may include school mission statements, awareness-raising campaigns, codes of conduct, early detection and intervention programmes, enhanced supervision in and around schools, and robust, zero-tolerance policies against racism, with clearly defined sanctions and effective remedies for victims.[94]

43. States should also develop and implement clear, practical, child-sensitive, gender-responsive and disability-inclusive mechanisms and procedures for the prevention, monitoring, reporting, investigating, and redress of racist incidents, including sexual and

[84] Submission by Pusat KOMAS.
[85] Submission by Mexico.
[86] Ibid.
[87] Submission by Spain.
[88] Submission by GNCHR.
[89] Submission by the Nigeria National Human Rights Commission (NNHRC).
[90] Submission by Azerbaijan.
[91] Submission by the State of Palestine.
[92] See CRC, art. 3; CRC/C/GC/12.
[93] https://www.unicef.org/sites/default/files/2020-03/Child-Friendly-Schools-Manual.pdf.
[94] A/HRC/59/33; A/61/299; https://unesdoc.unesco.org/ark:/48223/pf0000373718; Submission by Association Assistance aux Laissés Pour Compte.

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gender-based violence, in educational settings.[95] This can include guidance on the duty to act;[96] accessible, safe, confidential and/or anonymous complaint and reporting mechanisms;[97] intercultural mediation and support services;[98] systematic training for students, parents, educators and other educational personnel to recognize, prevent and report racial discrimination;[99] and measures of non-repetition.[100] Such mechanisms and procedures should be subject to regular public reporting and monitoring to assess their implementation and effectiveness.

44. Other critical tools include child protection mechanisms in and around schools, including counselling and psychosocial services; reporting and grievance mechanisms; the integration of education services with State child protection systems; and mechanisms for the early identification, referral and follow-up of children belonging to marginalized racial and ethnic groups at risk of violence or dropping out of school.[101]

C. Curricula, pedagogies and educational materials

45. The content of education, defined by, inter alia, curriculum, pedagogy and educational material, plays an important role in dismantling racism, racial discrimination, xenophobia and related intolerance in and through education, including structural and institutional aspects. States have a duty to ensure that curricula and pedagogy for all educational levels are directed towards the internationally recognised aims of education, including the development of respect for the child's cultural identity, language and values[102] and fostering understanding, tolerance, equality of sexes and friendship. Curricula and pedagogies should be rooted in local realities, integrate multiple knowledge systems, including community and Indigenous knowledge, be sensitive to cultural and social contexts and recognize linguistic, cultural and cognitive diversity.[103]

46. Submissions highlighted measures and practices aimed at strengthening anti-racism educational content. Submissions reported on curriculum review mechanisms in Egypt, Iraq and Ukraine aimed at identifying and eliminating stereotypes, discriminatory content and biases from educational materials.[104] A civil society submission described the work of *Satyashodhak Shikshak Sabha,* a grassroots teachers' collective, that supports teachers in India to critically examine curricula, textbooks and pedagogies.[105] Germany highlighted the "Live Democracy" programme which funded projects related to educational approaches and learning materials, aimed at addressing racism in educational settings.[106] Another civil society submission described the "Stories that Move" toolbox for teaching about antisemitism, racism, and discrimination against Muslims and Roma, drawing on young people's lived experiences.[107]

47. Several submissions described initiatives to strengthen education on historical injustices and the histories and experiences of marginalized communities. The Ombudsman of Colombia explained that the Afro-Colombian Studies Chair seeks to raise awareness of the histories, legacies, and cultural contributions of the Black, Afro-Colombian, Raizal, and

[95] CEDAW/C/GC/36; A/HRC/38/32; Submission by Geledés; https://www.coe.int/en/web/european-commission-against-racism-and-intolerance/recommendation-no.10.
[96] Submission by NCR.
[97] Submissions by Adelaide University, Unia.
[98] CERD/C/GC/39–CMW/C/GC/8.
[99] A/HRC/59/33.
[100] Submission by Geledés.
[101] Submissions by Geledés, J. Phukan, People's Advocate (Ombudsman) of the Republic of Albania; A/HRC/38/32.
[102] A/HRC/62/39.
[103] Ibid.; CRC/GC/2001/1.
[104] Submissions by National Council for Human Rights of Egypt, Iraqi High Commission for Human Rights, Iraq – Ministry of Justice, Ukrainian Parliament Commissioner for Human Rights.
[105] Submission by Global Action for Racial Justice in Education (GARJE).
[106] Submission by Germany.
[107] Submission by Anne Frank House.

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Palenquero People and to challenge racial stereotypes.[108] The French National Consultative Commission on Human Rights noted that France requires the transatlantic slave trade and slavery be included in school curriculum.[109] The Nigeria National Human Rights Commission reported that it partners with national curriculum development entities to design learning materials that integrate the history, culture, and social contributions of minority and Indigenous ethnic communities into national history textbooks.[110] Romania reported on measures to strengthen Holocaust education, including education on the genocide of the Roma.[111] The Council of Europe also encourages its Member States to include the history of Roma and/or Travellers in school curricula and teaching materials.[112]

48. Submissions also highlighted efforts to strengthen multilingual and multicultural education. The Ombudsman of Albania reported the development of Romani-language curriculum and educational materials for grades VI-IX.[113]Guatemala described the distribution of 1,208,243 textbooks and educational materials in eight languages to pre-primary and primary schools.[114] Romania reported that instruction in national minority languages is provided across nearly all subjects.[115] Morocco reported the expansion of teaching in the Amazigh language in primary schools.[116] Uzbekistan referred to the provision of instruction in seven languages.[117]

49. Civil society submissions reported that Brazil mandates the teaching of African, Afro-Brazilian and Indigenous history and culture.[118] Submissions also reported that Chile and Guatemala incorporate an Intercultural Bilingual Education programme and model, respectively.[119] Submissions further reported that in Ecuador, Intercultural Bilingual Education and Ethnoeducation are incorporated into primary and secondary education, and include Afro-Ecuadorian knowledge systems, historical memory, and cultural traditions.[120] A civil society organization reported on civil society led school workshops in Mexico addressing racism, incorporating Indigenous and Black histories and knowledges, and creating collective spaces for truth-telling, healing and critical reflection on how education reproduces racial inequality.[121] Zimbabwe reported that its “Heritage-Based Curriculum” encouraged student research on local history, traditional knowledge systems, Indigenous languages and cultural practices.[122]

50. Submissions by States and others highlighted efforts related to education embedded with human rights values. The Ombudsman of Albania reported on human rights education programmes addressing the prevention of racism, religious intolerance, discrimination and bullying.[123] Iraq, the State of Palestine, Saudi Arabia, and the United Arab Emirates reported that school curricula integrated values of equality, tolerance, non-discrimination and respect for cultural diversity.[124]

[108] Submission by Defensoría del Pueblo de Colombia.
[109] Submission by French National Consultative Commission on Human Rights (CNCDH).
[110] Submission by NNHRC.
[111] Submission by Romania.
[112] Submission by GFCD.
[113] Submission by Ombudsman of Albania.
[114] Submission by Guatemala.
[115] Submission by Romania.
[116] Submission by Morocco.
[117] Submission by Uzbekistan.
[118] Submissions by El Centro de Estudios de las Relaciones de Trabajo y Desigualdades, Instituto Alana, ação educativa, Geledés, Campaña Latinoamericana por el Derecho a la Educación.
[119] Submissions by Guatemala - Presidential Commission for Peace and Human Rights; Millennium Nucleus for Research on Anti-Racist Chilean Education.
[120] Submissions by Ecuador, Fundación Regional de Asesoría en Derechos Humanos.
[121] Submission by GARJE.
[122] Submission by Zimbabwe.
[123] Submission by Ombudsman of Albania.
[124] Submissions by Iraq, State of Palestine, Saudi Arabia and United Arab Emirates. See also submission by Scottish Catholic Education Service.

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Way forward

51. States should develop age-appropriate, inclusive, human rights-based, anti-racism curricula, pedagogy and educational materials.[125] Anti-racism education should mainstream anti-racism principles, values and norms, including cultural diversity,[126] equality, non-discrimination and respect for the equal dignity and rights of all people.[127]

52. States should comprehensively and systematically audit and reform curricula, pedagogy and educational materials to identify and eliminate elements, narratives and content that may promote racism, racial discrimination, xenophobia and related intolerance—including at the intersection of gender and other identities.[128] This includes content which reinforces negative stereotypes and embedded biases concerning marginalized racial and ethnic groups, distorted "truths", and ideas of racial or ethnic superiority, including those rooted in the legacies of colonialism and enslavement.[129] States should also restore and strengthen, as equal and foundational bodies of knowledge, knowledge systems and frameworks of Indigenous peoples, people of African descent and other historically marginalized racial and ethnic groups,[130] including oral traditions and Ancestral Intelligence frameworks.[131]

53. Anti-racism education should also accurately portray the histories, cultures, contributions, and the agency of peoples belonging to marginalized racial and ethnic groups, as well as positive representations of such groups.[132] This includes the accurate portrayal of historical injustices perpetrated against marginalized racial and ethnic groups through evidence-based narratives that promote understanding, accountability and reconciliation.[133] In this regard, multi-perspective and transnational approaches to teaching history that allow children to engage with diverse narratives and perspectives and encourage them to critically assess narratives is essential.[134] The Durban Declaration[135] emphasizes that remembering the crimes or wrongs of the past, unequivocally condemning racist tragedies and telling the truth about history are essential for reconciliation.

54. Anti-racism education should also address contemporary forms of racism, such as online hate speech, contemporary rises in antisemitism and Islamophobia, xenophobic political narratives, unequal access to education, and exclusionary migration systems.[136] Discussions about racism and its harms can be integrated across history, human rights, literature, social sciences, art, religion, languages, geography, history, media and information literacy, civic education, and sociology curricula.[137] To this end, States should provide support to and partner with relevant organizations and experts to develop anti-racism curriculum.[138]

55. States should also develop and adopt learner-centred, inclusive, culturally responsive, human rights-based and anti-racism pedagogy.[139] This can include interdisciplinary teaching

125 A/HRC/57/68; A/HRC/57/72.
126 A/HRC/47/32; CERD/C/GC/39–CMW/C/GC/8.
127 Submission by IDP.
128 A/HRC/62/39; A/HRC/60/70; A/HRC/57/68; A/80/479; CERD/C/GC/34; CRC/C/GBR/CO/6-7; https://www.ohchr.org/sites/default/files/documents/issues/racism/reparatory-justice-memorialization-explainer-en.pdf; Submissions by UNESCO (citing https://unesdoc.unesco.org/ark:/48223/pf0000388802), Mauritius National Human Rights Commission (MNHRC).
129 A/HRC/62/39; A/HRC/57/72; A/HRC/43/62; A/HRC/23/56; A/HRC/47/CRP.1; A/HRC/23/56; A/74/274; A/HRC/51/54.
130 A/HRC/62/39.
131 Submissions by MNHRC, K. Araujog, Dr. O. Oquosa.
132 A/HRC/57/68; A/68/296; CERD/C/PRT/CO/18-19.
133 A/HRC/23/56; A/68/296; CERD/C/USA/CO/10-12.
134 A/HRC/59/33; A/HRC/37/65; A/68/296.
135 Para. 106.
136 Submissions by J. Tian, NCR, World Jewish Congress.
137 Submission by UNESCO; A/74/243.
138 A/HRC/57/68; A/HRC/57/72. See Submission by Germany
139 A/HRC/62/39; A/74/243; https://www.unesco.org/en/articles/global-education-monitoring-gem-report-2020.

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of sensitive topics[140] as well as creative, age-appropriate, experiential teaching methods such as art education,[141] plenary and group discussions, teamwork, narration, storytelling, truth-telling and memory work,[142] role-playing, games,[143] peer-to-peer pedagogical approaches,[144] digital technologies,[145] and intercultural dialogue programmes.[146]

56. States should also expand and strengthen multilingual and culturally responsive education through the repeal of restrictions on teaching in minority, Indigenous and sign languages, and safeguarding the right to receive education in the mother tongue and sign language at all levels.[147]

57. Anti-racism education, a critical component of human rights education, should encompass mandatory,[148] age-appropriate[149] and targeted human rights education on combating racism, racial discrimination, xenophobia and related intolerance[150] as well as digital and media literacy education. The later should equip students with the knowledge and critical thinking skills necessary to evaluate online content, identify and critically assess hate speech, disinformation, fake news, and racially discriminatory narratives, recognise AI-generated and manipulated content, access reliable information, and engage responsibly and respectfully with diverse viewpoints.[151]

D. Training and representation of teachers, educational personnel and authorities

58. Teachers, administrators, counsellors, and other educational personnel play a central role in preventing racism, racial discrimination, xenophobia, and related intolerance in and through education.[152]

59. Submissions noted a range of initiatives aimed at strengthening teachers' capacity to prevent and address racism in educational settings. Civil society organizations conducted anti-racism trainings for teachers in Chile,[153] and training programmes in Bologna, Italy aimed at increasing understanding of the countries of origin of the local immigrant population.[154] Ecuador reported that teacher trainings included the history, memory and contributions of the Afro-Ecuadorian people; the national and international regulatory framework on equality and non-discrimination; the application of intercultural and anti-racism pedagogical strategies; and the prevention and management of situations of racial discrimination in school environments.[155] El Salvador reported that teacher trainings aimed to provide pedagogical tools to meet the needs of diverse students and promote safe and

140 A/74/243.
141 Submission by Associazione Africa e Mediterraneo.
142 Submission by UNESCO.
143 Submission by Gesicht Zeigen!.
144 CRC/C/GC/12; Submissions by A. Ahmed, Girls for Global Impact, Malta National Youth Council (MNYC), MNHRC.https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/3150-domino-a-manual-to-use-peer-group-education-as-a-means-to-fight-racism-xenophobia-anti-semitism-and-intolerance-third-edition.html
145 A/HRC/60/56; Submissions by Dublin City University Centre for Human Rights and Citizenship Education, S. Bührer, Y. Pan.
146 CMW/C/GC/4-CRC/C/GC/23; Submissions by A. Boutsia, A New Dawn in the Negev, MNHRC, MNYC.
147 CRC, art. 30; ILO Convention No. 169, art. 28; CRC/C/GC/11; A/HRC/43/62; A/HRC/43/47; A/HRC/62/39; CERD/C/ECU/CO/25. See also https://www.unesco.org/en/articles/languages-matter-global-guidance-multilingual-education.
148 See Submissions by Steffen Fischer and Fruit Basket.
149 Submission by Azerbaijan.
150 A/HRC/23/56; CRC/C/GC/7/Rev.1; CERD/C/USA/CO/10-12; CERD/C/SMR/CO/1; CERD/C/SRB/CO/6-9; CERD/C/UZB/CO/13-14.
151 Submissions by IDP, New Humanity; S. Trembath; CRC/C/GC/25; A/HRC/59/33; A/HRC/45/45; A/HRC/57/28.
152 A/78/364; A/HRC/23/56; A/68/296.
153 Submission by MRACE.
154 Submission by Lai-momo.
155 Submission by Ecuador.

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respectful school environments.[156] Togo reported on teacher trainings on human rights and social education, inclusive pedagogy, and the elimination of discriminatory language and stereotypes.[157] Morocco and Saudi Arabia highlighted teacher trainings on tolerance and non-discrimination[158] and on human rights and respect for diversity, respectively.[159] Spain reported on mandatory, continuous teacher trainings that include content on inclusion, diversity, human rights and children's rights, peaceful coexistence, prevention of discrimination and violence, including measures concerning the treatment of Roma students, digital competences and methodologies that promote the effective participation and learning of diverse students.[160]

60. Submissions also highlighted efforts to strengthen diversity and representation within the teaching profession. The Nigeria National Human Rights Commission reported that it seeks to promote institutional guidelines advocating for affirmative hiring frameworks, ensuring members of marginalized racial and ethnic groups are adequately represented in teaching and administration roles.[161] UNESCO highlighted that Norway introduced recruitment measures so that the demographic composition of teacher trainees more closely reflects that of the general population.[162]

Way forward

61. States should invest in the capacity of teachers, educational administrators and other personnel to bolster and represent inclusive, equitable and anti-racism education systems, including by providing relevant, mandatory, and continuous pre-service and in-service trainings.[163] Trainings should be co-designed and delivered jointly with human rights specialists, national human rights institutions, Ombudspersons, civil society and/or educators belonging to marginalized racial and ethnic groups, including in Indigenous, minority and sign languages.[164] Trainings should be scheduled during teachers' working hours to ensure their ability to engage.[165]

62. Mandatory and continuous pre-service and in-service trainings should develop competencies in inclusion and human rights; anti-racism; safety and protection; and digital and media literacy. UN reports and submissions emphasize that such competencies should encompass, inter alia, inclusive, human rights-based and culturally responsible pedagogies and teaching methods; knowledge of legal frameworks prohibiting racial discrimination in education; the ability to recognize and address racial prejudice, implicit bias and stereotypes; the histories, cultures and lived experiences of marginalized racial and ethnic groups in the country; as well as best practices for preventing and responding to racist hate speech, bullying, harassment and violence and providing trauma-informed support for children belonging to marginalized racial and ethnic groups.[166] Teachers should also be equipped to support the retention and reintegration of students belonging to marginalized racial and ethnic groups; engage with communities and families;[167] and promote the responsible use of digital platforms and AI tools.[168]

156 Submission by El Salvador.
157 Submission by Togo.
158 Submission by Morocco.
159 Submission by Saudi Arabia.
160 Submission by Spain.
161 Submission by NNHRC.
162 Submission by UNESCO.
163 CRC/GC/2001/1; Submission by MNYC.
164 Submission by Bolivia.
165 Submission by CNCDH.
166 A/HRC/23/56; CRC/GC/2001/1; A/78/364; https://unesdoc.unesco.org/ark:/48223/pf0000373718; Submissions by ARDD, Escola Superior de Educação João de Deus (ESEJD), Human Rights Clinic at Ilia State University School of Law, J. Tian, Mother Social Justice Initiative, MNHRC, NCR, RAA Berlin, SETA Project, Instituto Pe. Vilson Groh.
167 Submission by ESEJD.
168 A/HRC/59/33; Submissions by Obará Edutech, M. Agustin; https://education.ec.europa.eu/news/guidelines-for-teachers-and-educators-on-tackling-disinformation-and-promoting-digital-literacy-through-education-and-training.

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63. In addition to capacity-building, representation of marginalized racial and ethnic groups among teaching and administrative personnel is critical to fostering inclusive, equitable and anti-racism education systems.[169] Accordingly, recruitment, retention, and promotion of educators and administrators from these groups are essential to preventing racism in and through education.[170]

VI. Conclusions and recommendations

64. **Education has enormous potential to prevent, challenge and ultimately dismantle racism, including its root causes. Yet, racism, racial discrimination, xenophobia and related intolerance persist in education, often embedded in educational laws, structures, institutions, systems, content and environments. States should thus adopt a transformative, human rights based and whole-of-system approach that addresses both contemporary manifestations of racism and the infrastructure of ideas, attitudes and stereotypes on which racism thrives;[171] with a view to ensuring an inclusive, equitable and anti-racism education system.**

65. **Preventing and eliminating racism, racial discrimination, xenophobia and related intolerance in education is not only a matter of preventing discriminatory outcomes, but also a means of safeguarding education's role as a facilitative right—an indispensable means of realizing other rights.[172] Anti-racism education is also a vital reparatory tool as it seeks to raise awareness of the contributions of marginalized racial and ethnic groups and fill gaps in knowledge about historical injustices and their legacies.[173]**

66. **While States hold the primary obligation to prevent and address racial discrimination, including in education, national human rights institutions; Ombudspersons; civil society organizations; academics; and children, parents and teachers, particularly those belonging to marginalized racial and ethnic groups, also have essential roles to play.**

67. **Further in-depth studies and guidance are needed on the role of education in preventing racism, racial discrimination, xenophobia and related intolerance across different educational settings and contexts, including in early childhood, higher and non-formal education. Studies should also give attention to budgeting, access, infrastructure and costs; education in contexts of poverty, armed conflict, occupation and displacement; special measures; artificial intelligence and digital technologies; and sports education.**

68. **The High Commissioner encourages States to:**

(a) **Strengthen and effectively implement legal and policy frameworks that explicitly prohibit racial discrimination in all its forms in education; outline measures to identify, prevent and address racial discrimination, in line with their obligations under international human rights law; and provide effective remedies for those affected;**

(b) **Establish effective monitoring and accountability mechanisms to evaluate the performance of educational institutions in combating racism, racial discrimination, xenophobia and related intolerance and systematically collect data disaggregated by race and ethnic origin to assess racial disparities across relevant indicators;**

[169] See Submission by Mind Matters Foundation.

[170] CERD/C/GC/39–CMW/C/GC/8; CRC/C/GC/11; A/HRC/43/62; Submissions by Ombudsman of Albania, GFCD, J. Tian.

[171] A/HRC/20/33.

[172] E/C.12/1999/10; A/HRC/20/33; A/HRC/23/56; A/HRC/51/54.

[173] A/HRC/60/70; A/HRC/47/53; https://www.ohchr.org/sites/default/files/documents/issues/racism/reparatory-justice-memorialization-explainer-en.pdf.

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(c) **Take specific measures to guarantee free, compulsory, inclusive and quality primary education and progressively yet rapidly expand free, inclusive and quality secondary education for children belonging to marginalized racial and ethnic groups, as part of broader efforts to ensure education for all children without discrimination;**

(d) **Ensure the meaningful, safe and inclusive participation of children belonging to marginalized racial and ethnic groups as well as other relevant stakeholders in developing inclusive, equitable and anti-racism education systems and assessing progress of anti-racism efforts;**

(e) **Foster safe, inclusive, anti-racism and child-friendly educational environments free from direct or indirect racial discrimination and violence, including through accessible mechanisms and procedures to identify, report, monitor, investigate and respond to racist incidents, including sexual and gender-based violence, in educational settings;**

(f) **Comprehensively and systematically audit and reform curricula, pedagogies and educational materials to eliminate narratives, content and representations that promote or perpetuate the distortion or falsification of historical facts, negative stereotypes and embedded biases, including those rooted in the legacies of colonialism and enslavement, concerning marginalized racial and ethnic groups, including women and girls, and accurately reflect the diverse perspectives, histories, cultures, contributions and agency of marginalized racial and ethnic groups;**

(g) **Develop age-appropriate, inclusive and anti-racism curricula, pedagogies and educational materials, encompassing, inter alia, multicultural and multilingual education, human rights education and digital literacy;**

(h) **Provide training to teachers, administrators and education personnel on preventing and addressing racial discrimination and delivering inclusive, culturally responsive and child-sensitive instruction and support to children belonging to marginalized racial and ethnic groups; and**

(i) **Ensure adequate representation of educators and administrators belonging to marginalized racial and ethnic groups.**

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