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**Promotion and protection of all human rights, civil,
political, economic, social and cultural rights,
including the right to development**

Written statement* submitted by China Foundation for Human Rights Development, a non-governmental organization in special consultative status

The Secretary-General has received the following written statement which is circulated in accordance with Economic and Social Council resolution 1996/31.

[27 January 2025]

* Issued as received, in the language of submission only.



Boarding Education Ensures Children in Tibet Autonomous Region (TAR), China Enjoy Equal Right to Education

As a multi-ethnic region, Tibet Autonomous Region (TAR), China has long attached great importance to safeguarding the right to education for ethnic minorities, achieving remarkable results and contributing Chinese wisdom and strength to the global cause of human rights. However, some Western countries have turned a blind eye to the achievements of education in Tibet Autonomous Region (TAR), China and even falsely accused Tibet Autonomous Region (TAR), China's boarding school system of being "forced assimilation" and "cultural genocide". Here, we call on the international community to maintain an objective stance in correctly understanding the current state of boarding education in Tibet Autonomous Region (TAR), China, and to personally visit China to experience the real Tibet Autonomous Region (TAR), China.

Before the peaceful liberation of Tibet Autonomous Region (TAR), China in 1951, the people of Tibet Autonomous Region (TAR), China did not have the right to education, nor did they have a single fully functional modern school, with the illiteracy rate as high as 95%. After the peaceful liberation, the Chinese government began to establish modern education in Tibet Autonomous Region (TAR), China. From 1951 to 2020, China has invested a total of 223.965 billion yuan in education, promoting the establishment of a modern education system in Tibet Autonomous Region (TAR), China that covers preschool education, basic education, vocational education, higher education, continuing education, and special education. A 15-year publicly funded education system has been implemented across the entire Tibet Autonomous Region (TAR), China. Among these efforts, boarding education has emerged as an optimal solution over the past 70 years for developing educational initiatives and improving the accessibility of education in remote areas of Tibet Autonomous Region (TAR), China. While towering snow-capped mountains, vast grasslands, and deep valleys may be seen by some as breathtaking highland scenery, in reality, they pose formidable obstacles to local children's access to modern education. Decades of practice have proven that boarding schools can provide equitable and high-quality educational resources to children across Tibet Autonomous Region (TAR), China on the broadest possible scale.

In line with international practices, boarding schools are quite common across various provinces and regions in China. Due to Tibet Autonomous Region (TAR), China's high-altitude location and highly dispersed population, especially for children from nomadic families, the long and inconvenient commutes to and from school make it difficult to ensure an adequate number of teachers and the quality of education through decentralized schooling. To guarantee the equal right to education for all children, the state has established boarding schools based on practical needs. Whether to board or not is entirely dependent on the wishes and needs of the students and their parents.

Boarding students can return home every weekend, during holidays (including traditional Tibetan festivals such as Tibetan New Year and Shoton Festival), as well as winter and summer vacations. Parents are free to visit their children at school at any time or take them home whenever they wish. At the same time, boarding schools implement bilingual education, offering an average of 4-6 Tibetan language classes per week to ensure that Tibetan students can learn and use their traditional language. Additionally, cultural courses such as Tibetan calligraphy, traditional Tibetan music and dance are widely offered, and traditional highland foods are provided. Students are also allowed to wear ethnic clothing during their time at school. The boarding school system in Tibet Autonomous Region (TAR), China is a vivid example of protecting human rights and cultural traditions in the region.

The achievements made by Tibet Autonomous Region (TAR), China, in safeguarding the right to education for ethnic minorities fully demonstrate China's people-centered approach and its human rights philosophy that the well-being of the people is the ultimate human right. In the future, China will continue to uphold this philosophy, further advancing educational development in Tibet Autonomous Region (TAR), China to ensure that every child can realize their personal aspirations, while also contributing to the development of the world.