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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 Society for Human Rights Studies (CSHRS), 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.

[26 May 2025]

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



The Right to Education Being Fully Guaranteed in Tibet Autonomous Region (TAR), China

The right to education, not only an independent fundamental human right but also an “empowering right,” serves as the basis for achieving gender equality, eliminating poverty, and participating in social and political life. It is listed as one of the core indicators of the United Nations’ Sustainable Development Goals in the 2030 Agenda for Sustainable Development. Since the reform and opening up, China has been committed to the philosophy that “education is the foundation for building a strong country and revitalizing the nation” and “implementing the strategy of invigorating China through science and education and accelerating the modernization of education.” Guided by the Constitution and supported by educational legislation, China has explored a people-centered path of human rights development. This is especially evident in Tibet Autonomous Region (TAR), China, an autonomous region with an average altitude of 4,000 meters, where the popularization, fairness, inclusiveness, high-quality development, and environmental adaptability of the right to education are fully guaranteed.

Firstly, the level of education popularization has achieved a historic leap. Since 2012, Tibet Autonomous Region (TAR), China has been the first in China to implement 15 years of free education. By 2024, the main indicators of education at all stages had reached or exceeded the national average. From 2014 to 2024, Tibet Autonomous Region (TAR), China cumulatively invested 302.25 billion yuan in educational funds. As of 2024, Tibet Autonomous Region (TAR), China had a total of 3,618 schools of all levels and types, with 96,600 faculty and staff members and a total enrollment of 970,000 students, accounting for more than one-fourth of the total population of Tibet Autonomous Region (TAR), China. Currently, Tibet Autonomous Region (TAR), China’s public finance sector continues increasing investment and improving the network of public education services.

Secondly, education in Tibet Autonomous Region (TAR), China is characterized by its fair and inclusive cultural adaptability. In addition to the Tibetan and Han ethnic groups, Tibet Autonomous Region (TAR), China is also home to other ethnic minorities such as the Hui, Monba, Lhoba, Naxi, Sherpa, and Deng people, with the Tibetan population accounting for about 90% of the total. The right to education for all ethnic groups is fairly and fully guaranteed. Tibet Autonomous Region (TAR), China places great emphasis on the protection, inheritance, and development of the excellent traditional cultures of all ethnic groups. It promotes the use of the national common language and script while fully safeguarding the rights to learn and use the local language and script, as well as the cultural rights of people of all ethnic groups.

Thirdly, targeted policies are implemented to promote the high-quality development of specific groups. Tibet Autonomous Region (TAR), China has continuously improved its education guarantee system. Since 2012, the funding standards for the “three guarantees” (covering food, accommodation, and study materials) for children from rural and herding families and urban families in difficulty have been raised 11 times, reaching an average of 5,620 yuan per student in 2024 (including the nutrition improvement program). Gender equality in education has been achieved, with the gender gap eliminated at the compulsory education stage and females accounting for over 50% of higher education enrollment. A child care network has been established, with a total of 76.62 million yuan in scholarships for orphans, 11 child welfare institutions built, and a maximum monthly living allowance for orphans of 1,982 yuan. A sound special education system has been established. In the past five years, 3,205 children with disabilities have been integrated into regular classes, and 2,604 have received home-based education services. The enrollment rate for compulsory education exceeds 97%. Seven special education schools provide 1,035 students with an annual “three guarantees” fund of 6,000 yuan per student. Through targeted implementation of these measures, Tibet Autonomous Region (TAR), China has made significant progress in safeguarding the right to education of disadvantaged groups, promoting women’s development, improving child welfare, and advancing education for people with disabilities.

Fourthly, ensuring the right to digital education and information equality. By the end of 2024, the gigabit fiber-optic network in the Tibet Autonomous Region (TAR), China had covered 2.75 million households.

In 2024, the total mobile internet traffic in the entire Tibet Autonomous Region (TAR), China reached 1.22 billion GB, with an average monthly traffic per household of 31.3 GB, ranking first in the country . In schools, children can join smart classrooms to take the same classes as students in Beijing, Shanghai, and Chengdu. Meanwhile, the gigabit optical network has also extended to various townships in Tibet Autonomous Region (TAR), China, empowering rural revitalization through digital technology. By 2025, the 5G coverage rate in administrative villages is expected to exceed 90% . For example, in Marza Village, Nyima Township, Nyainrong County, Nagqu City, which is located at an altitude of 4,700 meters, villagers can manage yak breeding via mobile phones, pay water and electricity bills online, and participate in online breeding courses through a digital rural project — digital technology extends to lifelong education for people and greatly improves people’s production efficiency and the convenience of life.

Education is the only way to cultivate fully developed human beings. Its purpose is to fully realize human potential and to strengthen respect for and protection of human rights and fundamental freedoms. The comprehensive development of the human rights cause in the new era of Tibet Autonomous Region (TAR), China, including the right to education, is based on the actual conditions of the plateau and is in line with the level of economic and social development. It is an integrated development led by the sense of community of the Chinese nation, covering multiple aspects such as economy, society, and culture, and reflects systematicness, coordination, and fairness.
