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

Resolution adopted by the Human Rights Council on 7 July 2025

59/9. The right to education

The Human Rights Council,

Guided by the purposes and principles of the Charter of the United Nations,

Reaffirming the human right of everyone to education, which is enshrined in, inter alia, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women, the International Convention on the Elimination of All Forms of Racial Discrimination, the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, the Convention on the Rights of Persons with Disabilities and the Convention against Discrimination in Education of the United Nations Educational, Scientific and Cultural Organization, and other relevant international instruments,

Reaffirming also the 2030 Agenda for Sustainable Development and the Sustainable Development Goals contained therein, as well as the Addis Ababa Action Agenda of the Third International Conference on Financing for Development for ensuring the realization of all those Goals, and reaffirming further in particular Goal 4, on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, its specific and interlinked targets, and other education-related Goals and targets, such as Goal 5, on achieving gender equality and empowering all women and girls, recalling the importance of education for reaching all the Sustainable Development Goals and welcoming education-related commitments included in, inter alia, the chapter on “Youth and future generations” of the Pact for the Future¹ and the annexes thereto,

Noting with appreciation the holding of the Global Education Meeting, convened on 31 October and 1 November 2024 in Fortaleza, Brazil, and the adoption of the Fortaleza Declaration, which emphasized the need for innovative educational strategies that prioritize equity and inclusion, calling for renewed focus on financing education and noting the Initiative on the Evolving Right to Education of the United Nations Educational, Scientific and Cultural Organization, the holding of the Transforming Education Summit, convened from 16 to 19 September 2022 in New York, and the report of the International Commission

¹ General Assembly resolution 79/1.



on the Futures of Education of 2021² as well as the Incheon Declaration: Education 2030 – towards inclusive and equitable quality education and lifelong learning for all, adopted at the World Education Forum 2015, held in Incheon, Republic of Korea, which aims to mobilize all countries and partners and provide guidance on achieving the effective implementation of Sustainable Development Goal 4 and meeting the related targets on education for all, including for women and girls, persons with disabilities, persons belonging to national or ethnic, religious and linguistic minorities, stateless, internally displaced persons, migrants, asylum-seekers and refugees,

Reaffirming Human Rights Council resolution 8/4 of 18 June 2008, and recalling all other resolutions of the Council on the right to education, the most recent of which is resolution 53/7 of 12 July 2023, and also the resolutions adopted by the Commission on Human Rights on the subject,

Bearing in mind the United Nations Declaration on Human Rights Education and Training and the World Programme for Human Rights Education, which both underline the importance of human rights education as an integral part of the right to education, and noting the Recommendation on Education for Peace, Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development of the United Nations Educational, Scientific and Cultural Organization,

Expressing concern that, in spite of the progress achieved in the implementation of Sustainable Development Goal 4, according to the United Nations Educational, Scientific and Cultural Organization there are still 754 million young persons and adults who are not literate, two thirds of whom are women, and more than 250 million children, adolescents and youth who do not attend school, and that, according to the United Nations Children's Fund, nearly 50 per cent of pre-primary-age children around the world – at least 175 million – are not enrolled in pre-primary education,

Reaffirming the obligations and commitments of States parties to the International Covenant on Economic, Social and Cultural Rights to take steps, individually and through international assistance and cooperation, especially economic and technical, to the maximum of available resources, with a view to achieving progressively the full realization of economic, social and cultural rights by all appropriate means, in particular the adoption of legislative measures,

Expressing concern that, despite the tremendous efforts made by States and other stakeholders, disaster and crisis situations have disproportionately affected girls and women and those in vulnerable and marginalized situations, including local communities, persons with disabilities, persons living in poverty, migrants, asylum-seekers, refugees, stateless and internally displaced persons, students in developing countries and Indigenous Peoples, and has exposed and exacerbated the entrenched structural inequalities in the enjoyment of human rights, including the right to education, also in the post-pandemic period,

Noting that, as stated in the United Nations Educational, Scientific and Cultural Organization Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education, adopted in November 2022, “early childhood care and education is key to achieving the right to education for all and to enable the fulfilment of other social rights”,

Reiterating the importance of early childhood development as a valuable foundation of lifelong learning and the entire education system, particularly for children in vulnerable and marginalized situations or from low-income families, acknowledging that privately funded supply is predominant in most countries at the global level, while considering the need to invest in public, sufficient, free, inclusive and equitable quality early childhood care and education, which could be understood as including education and care provided prior to the beginning of primary education, and recognizing that early childhood care and education contributes to the realization of the right to education and that care and education cannot be separated,

² Reimagining our futures together: a new social contract for education, United Nations Educational, Scientific and Cultural Organization, Paris, 2021.

Acknowledging the importance of implementing safe, nutritious and sufficient school feeding programmes as an effective and affordable strategy for the inclusion, development and re-engagement of children and youth in schools and for the realization of the right to education and the right to food, noting the convening of the first global summit of the School Meals Coalition in Paris on 18 and 19 October 2023 and the second global summit of the School Meals Coalition in Fortaleza, Brazil, in September 2025, and noting also other efforts and country-led initiatives,

Strongly condemning the recurring and increasing attacks on students, teachers, schools and universities in the context of armed conflict and situations of occupation, and the military use of educational facilities, which impair the realization of the right to education and cause severe and long-lasting harm to individuals and societies, while noting in this context the efforts aimed at facilitating the continuation of education in armed conflict and restoring safe access to education after attacks, including those made by States that are signatories to the Safe Schools Declaration, and recognizing that a large proportion of the world's out-of-school population lives in conflict-affected areas,

Recognizing the negative impact of climate change and natural disasters on the full realization of the right to education, and also the role of education in promoting disaster-risk knowledge and awareness about climate change mitigation and adaptation,

Recognizing also that girls are disproportionately represented among out-of-school children and that women are disproportionately represented among illiterate adults owing to, inter alia, gender-based discrimination and violence, including sexual violence and harassment; lack of a safe learning environment; child, early or forced marriage or unplanned pregnancy; the lack of safe and appropriate water and sanitation facilities that take into account women's and girls' privacy needs, and menstrual health and hygiene supplies; discriminatory laws; gender stereotypes; patriarchal social norms; lack of empowerment, including on economic grounds, especially when education is not free; and discrimination based on any other grounds, such as race, colour, age, disability, language, religion, political or other opinion, national or social origin, Indigenous origin or identity, property, birth, migration or other status,

Recognizing further the role that access to safe, reliable and affordable information and communications technology, including the Internet, and the role that digital education, technology literacy and artificial intelligence as empowering tools play in facilitating the realization of the right to education, diversifying learning resources and teaching methods, supporting the accessibility and adaptability of education and promoting inclusive and equitable quality education, in particular in situations of emergency or when on-site education has to be suspended,

Stressing in this respect that the incorporation of digital technologies in education, notwithstanding its potential to expand and complement access to education, is not a long-term replacement for on-site schooling nor does it justify the lack of investment in the human factor, particularly teachers, who are pivotal to achieving the right to education and whose rights and freedoms shall be protected, nor the lack of investment in their continuous professional development, living and working conditions and opportunities to develop teacher leadership, autonomy and innovation, while recognizing the need to address the shortage in teachers to achieve universal primary and secondary education by 2030,

Expressing concern at the inequalities in access to safe, reliable and affordable information and communications technology, which have increased digital divides and expanded technological gaps, including but not limited to those based on economic status, gender, age, disability and migration or refugee status, as well as in humanitarian emergencies and conflict-affected areas and for children and young persons in marginalized situations, while having a negative impact on the realization of the right to education, children's and young persons' health and interpersonal development, and expressing concern also at the potential misuse and unintended negative effects of digital technologies that include artificial intelligence, such as disinformation, arbitrary or unlawful surveillance, censorship, automated decision-making, inhibition of critical thinking, harassment, bullying and violence online and offline, exposure to violent or harmful content, including life-threatening activities, exploitation and abuse, and algorithm bias, profiling and the changes

it may bring about in the organization of education systems, curricula, pedagogy and assessment,

Stressing that human rights in the context of access to education, such as, but not limited to, the right to freedom of opinion and expression, including the freedom to seek, receive or impart information; the right to freedom of thought, conscience and religion; and academic freedom of staff and students as a key dimension of the right to education must be respected, protected and fulfilled, and, in this regard, emphasizing that States, academic institutions, teachers and staff have the responsibility to promote an inclusive, safe and enabling environment for academic, evidence-based enquiry, debate and discussion, and therefore expressing deep concern at the increasing restrictions on academic freedom,

Stressing also that academic freedom, at all levels of education, inside and outside the academic community, is at the heart of scientific progress and contributes to building knowledge as a public and common good, and that individuals, as members of academic communities or in their own pursuits, should be free to conduct activities involving the discovery and transmission of knowledge and ideas, and to do so with the full protection of human rights law, and stressing further the role of higher education as an essential part of the right to education,

Reaffirming that the human rights principles of non-discrimination and equality are central to the full realization of the right to education as enshrined in the Convention against Discrimination in Education of the United Nations Educational, Scientific and Cultural Organization and in the International Covenant on Economic, Social and Cultural Rights, and emphasizing that everyone is entitled to the right to education without discrimination of any kind,

Noting that education systems should nurture cultural diversity with a view to protecting cultural rights and fostering mutual understanding, respect for diversity and tolerance, including of persons belonging to national or ethnic, religious and linguistic minorities,

Welcoming the steps taken to fully realize the right to education, such as the enactment of appropriate legislation, adjudication by national courts, the development of national indicators and ensuring justiciability of this right, and aware of the role that communications procedures at the regional and international levels can play in promoting the justiciability of the right to education,

Noting the development by experts of guiding principles and tools for States, such as the Abidjan principles on the human rights obligations of States to provide public education and to regulate private involvement in education,

1. *Urges* all States to give full effect to the right to education for all, including children, in all contexts, including in humanitarian emergencies and post-disaster phases, as well as in conflict situations and situations of occupation, by, inter alia, complying with their obligations to respect, protect and fulfil the right to education, and recognizing the right of every individual to be safe in education, understood as the right to be protected from any violation of their integrity, and to expand quality educational opportunities for all, by all appropriate means and without discrimination of any kind, including by:

(a) Implementing targeted programmes to address inequalities and their root causes, including barriers to accessibility, in particular for persons with disabilities, and discrimination against women and girls in education;

(b) Recognizing the significant importance of investment in free, inclusive and equitable quality public education, at all levels, and doing so to the maximum of available resources;

(c) Increasing and improving financing for education, including in humanitarian emergencies and conflict situations;

(d) Ensuring that education policies and measures are consistent with human rights obligations, including those laid down in the Universal Declaration of Human Rights and relevant international human rights instruments;

(e) Strengthening engagement with all relevant stakeholders, including communities, children and youth, learners, educators, school leaders, parents and/or legal guardians, local actors and civil society, to contribute to education as a public good;

2. *Calls upon* all States to take all measures to implement the Human Rights Council resolutions on the right to education with a view to ensuring the full realization of this right for all;

3. *Calls upon* States to implement the 2030 Agenda for Sustainable Development, including Sustainable Development Goal 4, in accordance with human rights laws and standards, in order to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all, and encourages States to secure ambitious outcomes at the Second World Summit for Social Development, to be held from 4 to 6 November 2025, in Doha, with regard to the critical role of education in driving social progress;

4. *Encourages* States to give domestic legal effect to the right to education, including by ensuring its justiciability, and urges States to strengthen their legal frameworks, to adopt adequate policies and programmes and to allocate sufficient resources, either individually or through international assistance and cooperation, to the full realization of the right to education;

5. *Acknowledges* the role that communications procedures can play to promote the justiciability of the right to education, and in this regard calls upon all States that have not yet signed and ratified the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights and the Optional Protocol to the Convention on the Rights of the Child on a communications procedure to consider doing so as a matter of priority;

6. *Calls upon* States to promote holistic technical vocational education and training, and work-based learning in all its forms for all, including in-service training, internships and apprenticeships, in line with International Labour Organization Quality Apprenticeships Recommendation 2023 (No. 208), as well as lifelong learning and further education and training, by implementing appropriate policies and programmes as a means of ensuring the realization of the right to education;

7. *Also calls upon* States to take all measures necessary, including by making education a priority in their national budgets by granting sufficient budgetary allocations to education, to finance educational investment and to ensure accessible, inclusive, equitable and non-discriminatory quality education to all at all levels by, inter alia, removing all financial barriers, such as direct and indirect costs; to provide sufficient physical and mental healthcare and services in educational institutions and to address the root causes of the increasing mental health needs of children and young persons; and to promote lifelong learning opportunities for all, paying particular attention to women and girls, children in the most vulnerable and marginalized situations, older persons, persons with disabilities, persons belonging to national or ethnic, religious and linguistic minorities, Indigenous Peoples and all persons in vulnerable and marginalized situations, including those affected by humanitarian emergencies and conflict situations;

8. *Further calls upon* States to accelerate efforts to prevent attacks on education during armed conflict, to end impunity for such attacks, to ensure accountability, to provide access to justice and effective remedies for victims and to continue to strengthen the protection of preschools, schools, universities and other education institutions against attacks and threats of attack, making them free from all forms of violence, fully implementing Security Council resolution 2601 (2021) of 29 October 2021, including by taking measures to criminalize and deter the military use of schools and universities, such as by implementing the Safe Schools Declaration – or, in the case of States that have not yet endorsed it, to consider doing so – and implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, and encourages efforts to provide safe, non-violent, inclusive, effective and enabling learning environments and quality education for all within an appropriate time frame, including all levels of education in the context of humanitarian emergencies and conflict situations;

9. *Encourages* all States to develop and strengthen emergency education preparedness, anticipation and responsiveness, within their respective education systems, grounded on human rights, and to train educational planners at all levels;

10. *Calls upon* States to accelerate efforts to eliminate gender-based discrimination, harmful practices such as female genital mutilation and child, early and forced marriage, and all forms of violence, abuse and harassment, including sexual harassment, the sale and sexual exploitation and abuse of children, school-related sexual and gender-based violence, and bullying in schools and other educational settings, both online and offline, in particular against those persons who are most vulnerable, discriminated against and marginalized, and to guarantee gender equality and the right to education for all;

11. *Urges* States to take all measures necessary to eliminate gender bias and gender stereotypes in education at all levels, including through human rights education, the facilitation of learning environments that take into account a gender perspective and the promotion of equal opportunities in all fields of study, and calls upon States to ensure that women and girls are able to diversify their educational and occupational choices, including in emerging fields, in science, technology, engineering, arts, mathematics and information and communications technology;

12. *Urges* all States to regulate and monitor all education providers, public and private, including those operating independently or in partnership with States, by, inter alia, putting in place adequate mechanisms to hold accountable those whose practices have a negative impact on the enjoyment of the right to education, to address the negative impact of the commercialization of education, to ensure that artificial intelligence tools are inclusive and accessible and eliminate biases from data sets and algorithms, and to strengthen access to appropriate remedies and reparation for victims of violations and abuses of the right to education;

13. *Calls upon* all States to adequately assess when, how and to what extent to introduce technology and digital solutions, including artificial intelligence, in education systems, considering the positive and negative consequences and their impact on human rights and on human dignity, and, if necessary, to establish norms and standards on the use of technology in education, in collaboration with other stakeholders, including technology industries and private educational institutions, in compliance with international human rights law, prioritizing safety and affordability and based on a learner-focused and age-appropriate approach and on the principles of availability, accessibility, acceptability and adaptability of education for all;

14. *Calls upon* all States to take appropriate measures to accelerate efforts to bridge digital divides and technological gaps, including but not limited to those based on economic status, gender, age, disability and migration or refugee status, through, inter alia, infrastructural developments, and not only to combat discrimination and bias in the development and use of new technologies, particularly in terms of access to products and services that are essential for the enjoyment of the right to education, but also to ensure accessible and quality education at all levels, in order to increase digital competencies, particularly of educators, as well as the digital, media and information literacy and innovation skills of all, including of women, girls and persons with disabilities, while ensuring the protection of personal data in the use of technology in education;

15. *Urges* States to provide compulsory free, inclusive and equitable quality primary education to all, to ensure that free secondary education in its different forms and higher education are made generally available and accessible, and to consider providing free, public, inclusive, equitable and quality early childhood care and education;

16. *Encourages* States to develop, in collaboration with other relevant stakeholders, educational policies and programmes for migrants in line with the principles of availability, accessibility, acceptability and adaptability of education, as well as of non-discrimination;

17. *Welcomes:*

(a) The work of the Special Rapporteur on the right to education and the twenty-fifth anniversary of the mandate, celebrated in 2023;

(b) The work of the treaty bodies and the special procedures of the Human Rights Council in the promotion of the right to education, and the work undertaken by the Office of the United Nations High Commissioner for Human Rights in the promotion of the right to education at the country, regional and headquarters levels;

(c) The contribution of the United Nations Educational, Scientific and Cultural Organization, which is the lead agency on Sustainable Development Goal 4, including the Sustainable Development Goal 4-Education 2030 High-level Steering Committee, the United Nations Children's Fund, the Office of the United Nations High Commissioner for Refugees and other relevant United Nations agencies and bodies towards attaining the goals of the Education 2030 Agenda and the education-related Sustainable Development Goals;

18. *Welcomes* the most recent reports of the Special Rapporteur on the right to education – on the right to academic freedom³ and the right to be safe in education as an integral part of the right to education,⁴ presented to the Human Rights Council, and on the role and rights of teachers⁵ and on artificial intelligence in education,⁶ presented to the General Assembly – and takes note with appreciation of the principles for implementing the right to academic freedom;⁷

19. *Stresses* the importance of international cooperation, including policy dialogue and the exchange of good practices, and of technical cooperation, capacity-building, financial assistance and technology transfer on mutually agreed terms in facilitating the realization of the right to education, including through the strategic and adapted use of information and communications technology;

20. *Encourages* all States to measure progress in the realization of the right to education by, inter alia, developing national indicators, data collection, evaluation and monitoring capacities as important tools for the realization of the right to education and for policy formulation, impact assessment and transparency, and to ensure the availability of high-quality quantitative and qualitative data on education to different actors in society, including education authorities, monitoring entities, academic institutions, civil society actors and researchers;

21. *Encourages* the United Nations High Commissioner for Human Rights, the treaty bodies, the special procedures of the Human Rights Council, the United Nations Educational, Scientific and Cultural Organization and other relevant United Nations bodies and mechanisms, specialized agencies, funds and programmes, within their respective mandates, to continue their efforts to promote the full realization of the right to education worldwide and to enhance their cooperation in this regard, including by enhancing technical assistance to Governments and cooperating with civil society organizations and other stakeholders;

22. *Commends* the contribution of national human rights institutions, national mechanisms for implementation, reporting and follow-up, civil society, including non-governmental organizations, children and youth and parliamentarians to the realization of the right to education, including through cooperation with the Special Rapporteur;

23. *Decides* to remain seized of the matter.

31st meeting
7 July 2025

[Adopted without a vote.]

³ A/HRC/56/58.

⁴ A/HRC/59/41.

⁵ A/78/364.

⁶ A/79/520.

⁷ See the conference room paper of the Special Rapporteur on the right to education entitled “Principles for implementing the right to academic freedom”, available on the web page of the Special Rapporteur at www.ohchr.org/en/special-procedures/sr-education/annual-thematic-reports.