



Oral Statement to the 23rd Session of the UN Human Rights Council

Agenda Item 9: *Interactive Dialogue with the Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance, Mutuma Ruteere*

June 10, 2013

SPEAKER: FRANCESCA RESTIFO

Franciscans International and CEDET (the Peruvian Center for Ethnic Development) would like to thank and congratulate Special Rapporteur for his report¹ emphasizing the important role of education for preventing and combating racism.

The report notes the failure to collect data that is disaggregated by race or ethnicity is a significant challenge for assessing progress in the area of equal access to education.² In Peru, for example, ethnicity is not adequately included in national census surveys. The lack of disaggregated data continues to be a major obstacle for assessing and responding effectively to the situation of discriminated groups. Given its importance for struggling against structural discrimination, we urge the Special Rapporteur to include the collection and publication of disaggregated statistics in his recommendations to States.

CEDET's extensive field research on the human-rights situation of Afro-Peruvian children and adolescents³ echoes many of the findings of the Special Rapporteur. We call attention especially to documented problems such as the inequalities in terms of access to education from the initial level to university; the prevalence of violence in schools and communities; the failure to include the Afro-Peruvian identity and historical contributions of afro-descendants in the national curriculum; and limited teacher capacity for providing intercultural education and a low awareness or sensitivity to harmful stereotypes.

During its most recent UPR, the Government of Peru accepted at least nine recommendations related to universal access to education, the rights of Afro-Peruvians, and the eradication of insidious racial stereotypes.⁴ We urge the Government to make full use of the Special Rapporteur's report and recommendations in its follow-up of the UPR outcome.

Specifically, FI and CEDET call on the Government of Peru to:

1. Improve the visibility of Afro-Peruvians in the collection of statistical information;
2. Report to the Committee on the Rights of the Child, with detailed information about the situation of Afro-Peruvian children and adolescents and the right to quality education;
3. Include specific targets and strategies on Afro-Peruvians in the national Action Plan on Childhood and Adolescence 2012-2021; and
4. Supplement the National Curriculum Design of 2009 with components referencing Afro-Peruvian identity, increased recognition of the contributions of afro-descendants; and relevant training for teachers.

Thank you

¹ Report of the Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance, Mutuma Ruteere, UN Doc. A/HRC/23/56 (2 April 2013).

² *Id.* at paras. 22-23.

³ See, for example, CEDET, *La Población Afroperuana y los Derechos Humanos - Diagnóstico sobre el plan nacional de derechos humanos en localidades con presencia afroperuana* (2011); CEDET, Plan International & UNICEF, *¡Aquí estamos! Niñas, niños y adolescentes afroperuanos* (2013).

⁴ **Report of the Working Group on the Universal Periodic Review: Peru, UN Doc. A/HRC/22/15 (27 December 2012) (recommendations relating to universal access to education and to combating racism and discrimination):**

116.23. Intensify its efforts in the area of social, economic and cultural rights and give a more important role to gender and inter-culturality in public policies, in particular in education, health and justice (**Tunisia**);

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- 116.25. Create the necessary educational structures in order that all citizens have easy access to education ... (**Holy See**);
- 116.27. Continue working to eradicate the dissemination of stereotypes that may encourage racial discrimination (**Argentina**);
- 116.31. Eliminate effectively gender-based discrimination in accessing education and health care, particularly in rural areas and among indigenous communities (**Slovakia**);
- 116.99. Continue to develop measures and programmes allowing universal access to education (**Cuba**);
- 116.101 Increase further the education budget to allow for the establishment of intercultural bi-lingual schools in all three educational cycles and the roll-out of remedial academic programs (**Hungary**);
- 116.102 Continue giving priority to the funding for education so as to attain inclusive education for all Peruvian children (**Malaysia**);
- 116.103 Continue the efforts to provide high quality education to all children and adolescents in the Peruvian territory, particularly to those belonging to groups in situations of vulnerability, such as indigenous peoples, Peruvian afro-descents, Afro-Peruvian communities and persons with disabilities (**Costa Rica**);
- 116.109 Intensify its efforts to ensure that Indigenous Peoples and the Afro-Peruvian community fully enjoy economic, social and cultural rights, as enshrined in the Universal Declaration on Human Rights (**Trinidad and Tobago**);