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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 Iran Autism Association, 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.

[15 August 2024]

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



Promoting Inclusive Education for Children with Autism: Advancing Peace and Tolerance through Human Rights Council Resolution 54/5

The Iran Autism Association (IAA) is honored to participate in this significant discussion on education for peace and tolerance for every child, as mandated by HRC Resolution 54/5. We express our gratitude to the Human Rights Council for addressing this critical issue and for their continuous efforts to promote the rights and well-being of all children, including those with disabilities.

HRC Resolution 54/5 emphasizes the importance of education in fostering peace, tolerance, and mutual understanding among children from diverse backgrounds. It underscores the necessity of inclusive educational systems that cater to the needs of all children, particularly those who are marginalized or disadvantaged. In this context, we wish to draw attention to the specific educational needs of children with autism and highlight the importance of specialized education to promote understanding and tolerance among students.

Children with autism have unique learning profiles that require tailored educational approaches. These children often face challenges in communication, social interaction, and sensory processing, which can impact their ability to thrive in conventional educational settings. To address these challenges effectively, it is imperative to implement specialized educational programs that include:

Individualized Education Plans (IEPs): Each child with autism should have an IEP that outlines their specific strengths, challenges, and educational goals. This plan should be developed in collaboration with educators, parents, and specialists to ensure a comprehensive approach to the child's development.

Specialized Teaching Methods: Utilizing teaching methods such as Applied Behavior Analysis (ABA), TEACCH (Treatment and Education of Autistic and Communication-related handicapped Children), and speech and occupational therapies can significantly enhance learning outcomes for children with autism.

Inclusive Classrooms with Support: While inclusion in mainstream classrooms is beneficial, it is crucial that these settings are equipped with the necessary resources, including trained support staff and adaptive learning materials, to meet the needs of autistic students.

Moreover, Education for peace and tolerance, as highlighted by HRC Resolution 54/5, must encompass efforts to foster an inclusive and empathetic school environment where all students feel valued and understood. To achieve this, the following strategies should be adopted:

Awareness and Sensitivity Training: Schools should implement training programs for students, teachers, and staff to increase awareness and understanding of autism. This training should cover the characteristics of autism, the challenges faced by autistic individuals, and strategies for effective communication and support.

Peer Support Programs: Encouraging peer support initiatives, such as buddy systems and social skills groups, can help foster meaningful interactions between autistic and neurotypical students, promoting mutual understanding and friendships.

Anti-Bullying Policies: Schools must enforce strict anti-bullying policies to protect children with autism from harassment and discrimination. Creating a safe and supportive school culture is essential for the well-being and academic success of all students.

Inclusive Curriculum: Incorporating lessons on diversity, inclusion, and empathy into the curriculum can help students appreciate the value of different perspectives and experiences, thus promoting a more tolerant and cohesive society.

In conclusion, the Iran Autism Association (IAA) calls upon member states and educational institutions to prioritize the specific educational needs of children with autism and to implement specialized programs that foster understanding and tolerance among all students, in alignment with the principles set forth in HRC Resolution 54/5.

By doing so, we not only uphold the rights of children with autism but also contribute to the creation of a more inclusive, peaceful, and empathetic world.
