



**BROKEN  
CHALK**

Submission to the Universal Periodic Review of the United  
Nations Human Rights Council 4<sup>th</sup> Cycle – 50<sup>th</sup> Session

## **Right to Education**

### **Country Review: Andorra**

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**Submitting Organization: BROKEN CHALK**

**April 2025**

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**Broken Chalk** is an Amsterdam-based NGO established in 2020 that monitors and minimises worldwide human rights violations in education. We aim to promote universal and equal access to education for all.

We encourage and support achieving societal peace with our international sponsors and partners by advocating for intercultural tolerance, preventing radicalism and polarisation, and tackling educational inequalities.

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## I. Introduction

1. Broken Chalk has compiled the report that follows. This is to be a stakeholder contribution to the Fourth Cycle of the Universal Periodic Review (UPR) for Andorra. This report will focus on education in Andorra, as Broken Chalk aims to combat human rights violations within the educational sector.
2. Andorra has a unique education system that offers three parallel public-school systems based on language: Andorran, French, and Spanish. The Andorran public schools use Catalan as the primary language of instruction, but Spanish and French are also taught. Similarly, French and Spanish public schools also integrate Catalan into their curricula. Each system operates independently under the guidance of its respective national framework. Additionally, the University of Andorra, established in 1997, serves as the primary institution for higher education in the country.<sup>i</sup>
3. All children aged 4 to 16 are enrolled in schools, and education is free in the public systems. As of 2022, 61.2% of the population aged 25 and over have completed secondary school. About 37.6% of the same demographic will have completed short-cycle tertiary education. The completion rate for lower secondary education stands at 83.2%. In addition, Andorra boasts a 100% literacy rate.<sup>ii</sup>
4. Andorra has many future goals to improve its educational system. ENQA reports that some of these goals include expanding the scope at the University of Andorra, leading to more opportunities for innovation and improving the overall quality of education through teacher training programs, integrating technology into classrooms, and diversifying education to attract international students and foreign investors.<sup>iii</sup>
5. The educational system in Andorra boasts a multicultural environment and has the unique advantage of accommodating diverse educational systems. There are, however, some key challenges that need to be mentioned, for instance, limited resources and restricted opportunities in higher-level education. The limited number of higher education institutes can limit students' access to diverse academic programs and specialised facilities. Another challenge Andorra faces is managing three different language systems. It can be challenging to support students from diverse linguistic backgrounds, particularly in terms of providing materials and training teachers to be proficient in all languages.<sup>iv</sup>
6. Andorra has implemented a range of multidisciplinary measures promoting gender equality in education. These include Act No. 1/2015, which supports the elimination of sexist content, promotes co-educational initiatives, and ensures non-discriminatory academic and career guidance, allowing students to pursue their interests free from gender bias. Schools conduct workshops addressing gender stereotypes, gender-based violence, machoistic discourse, migrant and refugee situations, and the 2030 Sustainable Development Goals.<sup>v</sup>

## II. Brief overview of the last UN-UPR cycle:

7. In the third Universal Periodic Review (UPR) cycle, Andorra received 126 recommendations, 60 of which were supported. Three of the recommendations were regarding education. Andorra has supported all three recommendations, demonstrating its determination and commitment

to increasing access to high-quality education. It is worth noting that Andorra's support for three recommendations in the third cycle represents an improvement over the second cycle, where it supported only two and mentioned the third. <sup>vi</sup>

8. The recommendations included providing full access to various educational fields, as well as social care and healthcare, for children, adolescents, and people with disabilities. Moreover, the recommendations also advocate for equal participation of girls and women in STEM fields and providing women at risk of trafficking an opportunity to pursue their studies and participate in reintegration programs. <sup>vii</sup>
9. Andorra's national report for UN-UPR highlights their decision to prioritise children and education by enacting the Qualified Act No. 14/2019. The act was set to safeguard children's rights and promote their well-being through creating a safe environment and addressing any potential risks that might impact their healthy development. Moreover, the act mandates the development of a national plan for children and adolescents within two years of its enactment. Andorra has made significant strides in enhancing education and youth development. Developing a national strategy that guarantees access to free, high-quality public education within any of the country's three education systems. <sup>viii</sup>
10. Andorra started promoting development skills that foster values such as inclusivity, justice, respect and tolerance. The University of Andorra and the Ministry of Education have collaborated to modernise the teacher training programs and added a new master's degree program for teachers. New modules were created in collaboration with the Council of Europe through long-distance learning. Prevention workshops were set up in schools to address various societal issues. <sup>ix</sup>
11. In response to the recommendation regarding the rights of people with disabilities, Act No. 27/2017 was enacted. Allowing persons with disabilities to benefit from various social and health services in education, employment and leisure. <sup>x</sup>

### III. Education Enrolment and Capacity:

12. According to recent data, the enrolment rate in Andorra's tertiary schools is low. In 2023, the reported figure was 64.28%, which reflects a substantial increase from the previous years but still highlights the limited capacity of local institutions to accommodate all the eligible students. Average enrolment in Andorra has always fluctuated, with a minimum of 6.83% recorded in 2002. This suggests that, although progress has been made, many students still choose to pursue higher education abroad. <sup>xi</sup>
13. The University of Andorra (UdA) offers a limited range of degree programs. These programs primarily focus on areas such as health sciences, business and technology. The University of Andorra has tried to expand its offerings and establish partnerships with foreign universities. For instance, a double degree with the Open University of Catalonia (UOC). Despite these efforts, the university's curriculum remains constrained compared to that of larger institutions in neighbouring countries, such as Spain and France. This limitation compels many Andorran students to seek educational opportunities abroad. <sup>xii</sup>
14. Despite the government of Andorra's notable strides in fostering gender equality, concerns persist regarding the representation of women in education, particularly in STEM fields, where the percentage of female graduates has declined from 10% in 2008 to 0% in 2018. <sup>xiii</sup>

## IV. Diversity and Inclusion in Andorran Education

15. Andorra has made several initiatives to promote diversity and inclusion. The right to education for all in *Article 20* and non-discrimination in *Article 6* are fundamental aspects of the Andorran Constitution. While Andorra's constitution guarantees the right to education and non-discrimination, the implementation of inclusive education policies remains inconsistent. It is essential to establish a more robust and comprehensive framework to support students from diverse backgrounds, including those with disabilities and minority groups.<sup>xiv</sup>
16. The Raonador del Ciutadà (Ombudsperson) is an independent institution established on June 4, 1998, responsible for addressing complaints related to discrimination. Ombudsperson has received very few reports, one to two per year, concerning racial or LGBTIQ+ discrimination in education. This low number may be an indication of underreporting; this could be due to a lack of awareness or visibility of the institution.<sup>xv</sup>
17. The Andorran government's anti-bullying action plan is designed to prevent and address bullying, including cyberbullying. The anti-bullying plan focuses on promoting emotional management and fostering social harmony among all students. However, ensuring consistent application across all schools may prove challenging. It could face some hurdles, such as varying levels of training among teachers, a lack of awareness among students, and limited resources needed for implementing specialised interventions.<sup>xvi</sup>

## V. Education for Migrant Children in Andorra

18. Children of seasonal workers often face irregular residency or documentation issues. However, the Andorran government ensures that they can immediately enrol in free schooling. At the same time, this policy promotes inclusivity and integration. Some of these children may still encounter barriers, such as social stigma or limited support in adapting to the local education system.<sup>xvii</sup>

## VI. Diploma Recognition in Andorra

19. While multilingual education is a hallmark of Andorran schooling. Ensuring that diplomas are recognised across different systems and neighbouring countries poses a challenge. The OSCE High Commissioner on National Minorities has highlighted the importance of developing unified curricula to facilitate smooth transitions for students from various educational backgrounds into higher education.<sup>xviii</sup>

## VII. Recommendations:

20. Broken Chalk encourages the investment in expanding infrastructure, hiring more faculty, and increasing the enrollment capacity of existing institutions. It's essential to offer unique or in-demand fields of study tailored to Andorra's economic and cultural needs, such as tourism, environmental science, and fintech.
21. Broken Chalk also advises Andorra to highlight the benefits of studying in Andorra through marketing campaigns, alum testimonials, and outreach to high school students. Invest in research, faculty development, and international collaborations to improve the global standing of Andorran universities.

22. Broken Chalk recommends that Andorra integrate gender-neutral, hands-on STEM activities in primary schools to spark interest through using inclusive examples and highlighting contributions of women in STEM.
23. Broken Chalk also advises that Andorra launch STEM clubs, coding camps, and competitions (e.g., robotics teams) targeting girls, with female mentors as facilitators. Moreover, it offers targeted scholarships for women pursuing STEM degrees, paired with internships in tech companies or research institutes.
24. Broken Chalk recommends that Andorra develop a clear, actionable national policy for inclusive education that aligns with international standards such as the UN Convention on the Rights of Persons with Disabilities (CRPD). Ensure the framework includes measurable objectives, timelines, and responsibilities for stakeholders.
25. Broken Chalk advises Andorra to provide comprehensive training programs for teachers and school administrators on inclusive teaching methods, cultural competence, and differentiated instruction. Moreover, offer ongoing professional development opportunities to address emerging challenges. Recruit and train specialised staff, such as special education teachers, psychologists, and language specialists, to effectively support diverse learners. Develop resources like accessible learning materials and assistive technologies.
26. Broken Chalk encourages the creation of platforms for students, particularly from minority and marginalised groups, to voice their needs and experiences in education, and fosters peer support programs to promote mutual understanding and collaboration among students.
27. Broken Chalk suggests that it would be good to share anonymised stories of individuals who have successfully reported and resolved cases of discrimination to inspire others. Creative campaigns can also be implemented using storytelling methods, such as videos, podcasts, or drama productions, to engage younger audiences about the importance of reporting discrimination.
28. Broken Chalk advises that strengthening the support systems within schools could mitigate barriers to integration for children of seasonal workers. This might include tailored language assistance programs, culturally sensitive counselling services, and academic support for students transitioning into new curricula. Schools could hire multilingual staff or cultural mediators to bridge communication gaps between families and educators, ensuring that children receive personalised guidance.
29. Broken Chalk suggests involving seasonal worker families in school activities, such as parent-teacher associations or community fairs, would help build trust and dismantle social barriers. Workshops on intercultural understanding, peer mentorship programs pairing local students with newcomers, and celebratory events highlighting diverse cultures could foster mutual respect.
30. Broken Chalk recommends that Andorra develop a unified yet flexible curriculum framework that aligns with international standards while preserving Andorra's unique multilingual identity. Collaboration between Andorran educational authorities and international organisations, such as UNESCO and the OSCE, could facilitate the creation of guidelines for curriculum harmonisation and mutual recognition of diplomas.
31. Broken Chalk encourages the Andorran government to establish bilateral or multilateral agreements with neighbouring countries, such as France and Spain, which could streamline the cross-border recognition of qualifications.
32. Broken Chalk advises integrating internationally recognised assessment systems, such as the International Baccalaureate (IB) or European Baccalaureate, into the Andorran education system to enhance global compatibility.



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