



PALAIS DES NATIONS • 1211 GENEVA 10, SWITZERLAND
www.ohchr.org • TEL: +41 22 917 9000 • FAX: +41 22 917 9008 • E-MAIL: registry@ohchr.org

Mandate of the Special Rapporteur on the right to education

QUESTIONNAIRE ON THE CULTURAL DIMENSION OF THE RIGHT TO EDUCATION

Special Rapporteur on the right to education

The Special Rapporteur on the right to education, Ms. Koumbou Boly Barry, has decided to devote her next thematic report, to be presented to the Human Rights Council in June 2020, to the issue of *the cultural dimension of the right to education*.

The report will address how education systems can provide inclusive and quality education while reflecting and enabling the flourishing of cultural diversity and the cultural rights of each person. This entails looking not only at the teaching of languages, but also at the teaching of arts, heritage, science, history, values and religions, worldviews and lifestyles. It also means taking into consideration the various pedagogical approaches that resonate with the cultural environments in which they operate.

The aim of the study is not to take a group approach (detailing the rights of minorities, migrants, indigenous peoples, persons with disabilities, women, children, etc.), but to set out the main principles and lines of action that will enable this "diversity of diversities" to be more clearly understood.

There is also a need to better understand how public and private schools, as well as all other actors concerned, can work in synergy in this regard, and to propose concrete actions, particularly with regard to consultation and participation of stakeholders, including the populations concerned, for a better understanding and effectiveness of the right to lifelong education.

For the preparation of this report, the Special Rapporteur calls for contributions from all interested stakeholders. She thus invites States, United Nations agencies, national human rights institutions, civil society organizations, research institutes, academics and other experts to respond to the questionnaire she has prepared, in order to gather their views and testimonies. Stakeholders may, if they wish, respond, only to the questions most relevant to them in the light of their experience and work.

1. Please provide information on how, in your country, the issue of respect for cultural diversity and the cultural rights of each person is reflected in school curricula (legislative, institutional and policy framework, and implementation);
2. Please provide information on how, in your country, the issue of respect for cultural diversity and the cultural rights of each person is taken into account in the organization of the school system and schools (legislative, institutional and policy framework, and implementation);

3. Please clarify to what extent the measures described above relate not only to the issue of languages in education (in this regard, please briefly explain the context and provide details on the State language policy), but also to the arts, heritage, science, history, values and religions, or world views and ways of life, in all their diversity.
4. Please specify the specific and particular difficulties encountered in ensuring an inclusive and quality education that allows cultural diversity and the cultural rights of each person to flourish at the same time;
5. Have specific mechanisms been established to consult and ensure the participation of stakeholders, in particular the populations concerned and parents, for a better understanding and effectiveness of the right to education, including its cultural dimension? What place is given in this context to the voice of children?
6. What recommendations should be provided to States and other stakeholders on these issues?

Contributions should be sent electronically in French, English or Spanish, as a WORD document, by **20 February 2020** at the latest to sreducation@ohchr.org, using the following email title: "Contribution: Cultural dimension of the right to education". Please limit your responses to **2,500 words** and attach annexes if necessary.

Contributions will be considered as public documents unless specifically requested by the contributors, and will be posted on the Special Rapporteur's website.