**CULTURAL DIMENSION OF THE RIGHT TO EDUCATION**

1. **Please, provide information on how, in your country, the issue of respect for cultural diversity and policy framework is reflected in school curricula (legislative, institutional and policy framework, and implementation).**

The Law of the Republic of Azerbaijan “On Education” stipulates that providing access to inclusive and high-quality education for all citizens on equal conditions, and ensuring the right to education is one of the main principles of state policy in education. According to the relevant legislation, the educational program (curriculum) defines the content and rules of education at different educational levels and areas of education in accordance with the relevant state standards, and this includes teaching plans, programs by courses, recommendations on methodological support, assessment, including other educational technologies.

One of the content standards for levels of general education is a “Life Skills” course taught at primary and general secondary education. The same course has a crucial role in teaching schoolchildren how to protect their own rights and rights of others. In the “Life Skills” course, 23 norms have been identified in the content of the education related to human rights, on the topic of “The instruction method of the Life Skills course”, human rights issues have been mentioned in the professional development program which is 36 academic hours long. With the purpose to support teaching human rights as a field of study, the “Compasito[[1]](#footnote-1)” of Council of the Europe has been translated into Azerbaijani. (<http://www.tipii.edu.az/az/article/91-quot-kompasitoquot-dars-icmallari>). Furthermore, the textbooks of general education level are evaluated according to different criteria including the criterion of “Providing sensitive approach to the issues related to gender, race, ethnic and religion.”

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

The representatives of various national-ethnic groups live in our country. Despite their number, diversity of languages and religions, they have all rights and freedoms on equal basis with the citizens of the Republic of Azerbaijan.

According to the 5th item of the “Law on General Education”, the State secures the creation of equal opportunities for each citizen and doesn’t tolerate for any discrimination, regardless of the individual’s gender, race, language, religion, political views, nationality, social status, background, and state of health and the state secures the right to compulsory general secondary education for each citizen.

The language of teaching in educational institutions is the state language – the Azerbaijani language. However, in accordance with international treaties to which our country is a party or in agreement with the body determined by the relevant executive authority, at the request of citizens and founders of educational institutions, the teaching process can be conducted in other languages based on the relevant state educational standards.

In order to increase the opportunities for the representatives of ethnic minorities to learn their languages the classes at the state general education schools are conducted in Russian and Georgian languages along with Azerbaijani language. At the general education schools in the areas where ethnic minorities live compactly, free preschool preparatory courses are operating in order to provide these families with better opportunities to study the language of teaching. At the same time, at the general education level ethnic minority language is taught twice per week and ethnic minority language textbook and teachers resources are developed and published. Besides, for the schools where language of instruction is Georgian all the textbooks are translated into the Georgian language.

1. **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 of life, in all their diversity.**

The Republic of Azerbaijan recognizes equal opportunities in the field of culture for everyone living in the country, regardless of their ethnicity by joining the International Covenant on Economic*,*Social and Cultural Rights and the Framework Conventionfor theProtection of National Minorities*.* Thus, various measures are being taken to continue activities aimed at preserving and developing the cultural heritage of ethnic minorities. Exhibitions reflecting the history and culture of ethnic minorities living in Azerbaijan, roundtables on “Protection of Rights of Ethnic Minorities”, “Protection of Civil Rights in our Country”, “Human Rights and Multiculturalism”, “Multiculturalism and Tolerance” are being organized at general education schools. At the same time, educational activities are being conducted throughout the academic year in secondary schools to instill democratic principles in the school, educate students in the spirit of respect for their and others’ rights and promote the values of multiculturalism based on human rights and equality.

At present, the subjects of “Introduction to Multiculturalism” and “Model of multiculturalism in Azerbaijan” are taught at the undergraduate and graduate levels in higher education institutions of our country. The subject of “Azerbaijani multiculturalism” is also taught at vocational education institutions and specialized educational institutions. The Azerbaijani multiculturalism departments have been established in several universities.

1. **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.**

One of the main principles of the state policy in education is constantly increasing its quality. Special state standards for the education of persons with disabilities are determined, providing access to inclusive and high-quality education for all citizens on equal conditions, and ensuring the right to education. In order to involve children with limited physical capacities in education (inclusive education) together with other children, the “State Program for the Development of Inclusive Education for Children with limited physical capacities in the Republic of Azerbaijan in 2018-2024” has been approved, which is important in terms of eliminating the available difficulties in providing the inclusive and quality education.

Occupation of 20 percent of the territory of the Republic of Azerbaijan by the Armenian armed forces created barriers in providing the right to education of internally displaced people from these territories, as well as for refugees came to Azerbaijan being forced to leave their native homes in Armenia. The liberation of Azerbaijani territories and the return of internally displaced persons to their homes will facilitate the full provision of all their rights, including the right to education.

1. **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?**

The establishment of Public Council under the Ministry of Education that aims to strengthen public relations in the field of education and to ensure the participation of all stakeholders, including parents, in ensuring the right to education.

Moreover, according to the “Law on Education” parent councils are established in all general education schools that aims to work with the school authorities, teachers and parents to ensure the rights of students, and create more favorable conditions for their education and development.

1. **What recommendations should be provided to States and other stakeholders on these issues?**

The experience of teaching multiculturalism can be learned and shared by other states and stakeholders.

1. A manual on human rights education for children / <http://www.eycb.coe.int/compasito/> [↑](#footnote-ref-1)