Underlag till Questionnaire on the Cultural dimension of the right to Education, februari 2020

1. **How the issue of respect for cultural diversity and cultural rights of each person is reflected in school curricula (legislative, institutional and policy framework).**
* **International Policies.** Sweden recognizes The Paris Declaration as well as The European Council´s Reference Framework of Competences for Democratic Culture and UNESCO’s approach to Global Citizenship Education as important international agreements on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. In a European context, these international agreements are all policies that fully support the achievement of UN Sustainable Development Goal Target 4.7. on Quality Education. Goal 4.7 asks Member States to ensure that all learners “acquire values, attitudes and behaviors to promote sustainable development, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development”.
* **National Policy.** The Swedish Education Act and the National Curricula clearly assign teachers and other school staff the responsibility to teach and establish respect for democracy and human rights. Core curricula includes promotion and appreciation of the values inherent in cultural diversity. Schools are seen as an arena for cultural interaction and inclusion. Core curricula also underlines developing an understanding of cultural diversity within the country. The school is responsible for ensuring that each pupil on completing compulsory school: has obtained knowledge about the cultures, languages, religion and history of the national minorities (Jews, Romanies, indigenous Samis, Swedish and Tornedal Finns). All who work in the school should, according to national curricula, contribute to removing any restrictions on the pupil’s choice of study or vocation that are based on gender, social or cultural background. Curricula/syllabus in various subject as for example…
1. **How the issue of respect for cultural diversity and 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).**
* Practicing a whole-school-approach is important when organizing these issues in school context. For example, school staff consensus on democratic school climate, combating intolerance and focusing inclusive education.
* Intersectional approach focusing norms, systematically and knowledgebased work – are all success factors in school development concerning promoting diversity and human rights education.
1. **To what extent the measures described above relate not only to the issue of language in education, but also to arts, heritage, science, history, values and religions or world views and ways of life, in all their diversity.**

Sweden practise a wholeschool approach on inclusive education. Different aspects of cultural diversity are represented in a several subject syllabuses.

1. **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.**

Segregation in society as a whole also effect school segregation and can relate to challenges like unequally education.

1. **Specific mechanism established to consult and ensure the participation of stakeholders, in particular concerned and parents, for better understanding and effectiveness of the right to education, including its cultural dimensions. Place of children’s voice in this context.**

The Swedish government tasked the agency for Education to start an education program for Roma language and culture. This project of “bridge builders” started with a first round 2012 and continued to 2015, and a second round between 2016 and 2019. The project is a part of the strategy for Roma inclusion in Sweden (Skr 2011/12:56). A decision a new round was taken in 2020. The bridge builder education started after consultation with the Roma communities and the agencies involved. The aim of the education is that the people who have participated in the program should be prepared to work in preschool, school, social services or the health sector and serve as a link or bridge between individuals and the public sector. The follow up from the first round shows high participation and slightly lower from the second. The follow up reports from the participating municipalities show that the project has been important in building confidence between local authorities and people part of the Roma community.

1. **Recommendations to States and other stakeholders on these issues.**
* Whole-school-approach, intersectional approach with focus on norms, work systematically and knowledgebased.