United Nations
Educational, Scientific and
Cultural Organization

GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE APPLICATION OF THE RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOM (1974)

As adopted at the 199th session of the Executive Board

I. Introduction

A. About the 1974 Recommendation

1. The UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974 Recommendation) aims to promote world peace through international understanding, solidarity and cooperation. It was adopted on 19 November 1974 by the General Conference of UNESCO at its 18th session.

2. The General Conference "recommends that Member States should apply" the provisions included in the 1974 Recommendation "by taking whatever legislative or other steps" that provide institutional (e.g. policies and systems) and pedagogical (e.g. teacher training, educational materials, equipment, etc.) support for its implementation, based on the "objectives", referred to in paragraph 4 of the 1974 Recommendation, "regarded as major guiding principles" such as a global education perspective, cultural diversity, interdependence, communication, rights and responsibilities, international solidarity and cooperation, and, problem solving, as well as other principles[1] including:

    - cultural diversity and tolerance
    - equality and non-discrimination
    - peace and non-violence
    - justice and fairness
    - human rights and fundamental freedoms
    - human survival and well-being
    - caring for our planet/sustainability

3. The 1974 Recommendation is applicable to formal, non-formal and informal education and to all levels, from pre-primary to higher and adult education and life-long learning. It concerns areas such as civics and ethics education, education for international understanding, solidarity and cooperation and/or other related subjects, such as peace education, human rights education or other areas of study that focus or include the teaching and learning of the above principles. Over time, these areas have evolved to include other topics[2] related to education on sustainable development, climate change, global citizenship, preventing violent extremism, or others, which are also closely related to the original principles of the 1974 Recommendation.

[1] These are principles that are included throughout the 1974 Recommendation and which are grouped here to guide the reporting process.
[2] These include topics that are closely related to the principles of the 1974 Recommendation and which are frequently mainstreamed in national education systems. They are also used as a reference in the questionnaire.

B. Reporting obligations

4. The General Conference, at its 18th session, "recommends that Member States submit […] reports concerning the action taken by them in pursuance of this recommendation". Moreover, in accordance with Article VIII of UNESCO's Constitution "Each Member State shall submit to the Organization […] reports […] on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."

5. All Member States, given the political commitment to and moral force of the 1974 Recommendation and their reporting obligations, should provide information on legislative measures that have been taken pursuant to the 1974 Recommendation and the ways in which national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the 1974 Recommendation, describing legal norms as well as actual implementation.

6. For the full text of the 1974 Recommendation please follow this link: http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html

II. How to fill in the questionnaire

- The following questionnaire has been updated to guide and assist Member States with their reporting. It aims to collect, in a simplified manner, information on the extent to which Member States have mainstreamed the principles of the 1974 Recommendation in their education systems, focusing on institutional, content, teachers, assessment, materials/resources, experiential opportunities and overall implementation issues. Responses to this questionnaire will be considered as the official national report for each Member State.

- Only one questionnaire per country should be submitted, which will represent the official country report.

- Member States with a federal system of governance are invited to provide information on the overall implementation of the 1974 Recommendation in the country rather than its implementation in each individual sub-national state, as appropriate. Space is also provided under question 29 for Member States to include any additional information they wish to share.

- Prior to completing the questionnaire, Member States are encouraged to organize necessary consultations within and outside the Ministry of Education/Government, including with key, relevant civil society partners to collect the information/data.

- Member States have two options for submitting the questionnaire:

  i. Online: the questionnaire can be completed and submitted online through this link;

  ii. Hard copy: the questionnaire can be completed electronically and the hard copy should be sent to the Assistant Director-General for Education, UNESCO. It is recommended that the questionnaire be filled by the Ministry responsible for education.

IV. Questionnaire

1. To what extent are the guiding principles of the 1974 Recommendation (e.g. cultural diversity and tolerance, equality and non-discrimination, peace and non-violence, justice, human rights and fundamental freedoms, human survival and well-being, caring for our planet/sustainability, etc.) reflected in your constitution or domestic legislation?

Not at all ○ 1 ○ 2 ○ 3 ○ 4 ○ X 5 Fully

2. To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks?

Not at all ○ 1 ○ 2 ○ 3 ○ X 4 ○ 5 Fully

3. Please provide any additional information on the measures taken by your country to incorporate the principles of the 1974 Recommendation in constitutional, legal and policy frameworks.

There are numerous policy lines that take into account the principles set in the 1974 recommendation. It is by no means possible to cover them all, thus our reply is non-exhaustive.

According to the **Government Programme (2015),** "Finland is open and international, rich in languages and cultures". The government programme also contains various approaches to promote children's interests. For example, in the section for health and well-being, it is stated that schools and early childhood education will be developed in support of children's wellbeing.

Basic rights, as stipulated in the Constitution of Finland (731/1999), also apply to foreigners living in Finland (apart from liberties related to entry to the country, and the voting and election rights in state elections). According to section 6 of the Constitution, **everyone is equal before the law**. No one shall, without an acceptable reason, be treated differently from other persons on the grounds of sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his or her person.

The Constitution also decrees, in section 17, on the **right to a language and culture of one's own,** and that the Sami, as an indigenous people, as well as the Roma and other groups, have the right to maintain and develop their own language and culture.

The new Finnish Non-Discrimination Act (1325/2014), came into force on 1 January 2015 and is one of the most advanced legislations against discrimination in the European Union. The new Act expands the scope of protection against discrimination. The Act applies to all public and private activities, excluding private life, family life and practice of religion. In education, the Act is applied, inter alia, on in student admissions and the selection procedure. The legislation prohibits discrimination on the following grounds: age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics.

The obligation to promote non-discrimination was also extended to authorities, organizers of education and training, learning institutions, schools and employers. **They are obliged to draft a plan for the promotion of non-discrimination**. The plan must be drafted to cover all discrimination grounds pursuant to the Non-Discrimination Act (earlier the obligation only covered promotion of ethnic non-discrimination).

In Finland, every pupil in school is seen as unique and has the right to high-quality education. Pupils are heard, valued and encouraged. Decisive steps are made to offer equal opportunities also for people with immigrant background to pursue study paths all the way to tertiary education, should they wish to do so. The Finnish schools function as a **learning community** with emphasis on **safety and wellbeing, cooperation and interaction, participation and democracy as well as equity and equality.** The national core curricula are effective tools to implement the principles of 1974 recommendation in schools, due to their normative character. See more in our reply to question 4.

In order to combat hate speech, racism, or bullying, we may refer to these (among others):

- The Ministry of Education and Culture launched in May 2016 **an action plan "Meaningful in Finland" for preventing hate speech and racism** as well as for promoting participation in the societal activities. The action plan contains ten initiatives, aimed towards training of education personnel, youth work, sports and the dialogue between religions. http://www.minedu.fi/OPM/Julkaisut/2016/toimintaohjelma.html?lang=fi&extra_locale=en

- All schools in Finland providing basic education are **obliged to have a plan of protecting pupils from harassment and school bullying as well as to foster diversity and tackle discrimination.** The Ministry of Education and Culture has supported **the Kivakoulu ("Nice school") programme aimed at reducing school bullying.** About 90% of all comprehensive schools in Finland (ca. 2500 schools) are registered users of the program and they have reached good results. The University of Turku coordinates and develops the programme (since 2011). The programme has been implemented in other countries too. http://www.kivaprogram.net/

- The Ministry of Education and Culture has supported a **national programme for action against hate speech** (2013-2015) in the framework of the Council of Europe campaign. The aim of the programme was to raise the awareness about the hate phenomenon and to combat it. The measures were targeted especially towards young people and the specific focus was on hate speech and bullying in the internet.

- There are **several instruments**, through which the Ministry of Education and Culture supports the work of various actors, including in youth policy, culture and sports relating to topics defined by the 1974 recommendation. Subsidies are allocated also for the development of international activities in respective fields. For example, the Ministry of Education and Culture supports the work of NGOs in raising awareness about bullying (including cyberbullying) and in campaigning against it. One such example is the National Centre for Online Youth Work ("Verke", www.verke.org), which offers expert services in this area. The Ministry also supports various online youth work projects that address the issue of cyberbullying by means of counselling (experts as well as peers).

- **In the field of sports,** Ministry of Education and Culture supports special anti-bullying projects in the sport movement, such as "Kamppailija ei kiusaa". One of the priorities in the national sport policy is to develop sports for children and young people. All actions in this field, such as the national action programme "School on the Move" (http://www.liikkuvakoulu.fi/in-english), have at least an indirect effect on equality and the prevention of discrimination, hate speech and bullying.

The Development Programme for Child and Youth Policy (2012–2015) was published in 2012, based on extensive consultations, with the focus on enhancing participation and social inclusion, promoting non-discrimination and follow up and supervising the management of everyday life. The programme included national youth policy objectives and also outlines for regional and local authorities related to, for example, education, employment, health, active citizenship, social empowerment, housing and entrepreneurship. The programme outlined for example that education

for democracy and global responsibility as well as environmental education to be implemented in schools, educational institutions, youth work and youth workshops. In English:
http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/OKM8.pdf?lang=en

The National Policy Guidelines for Media and Information Literacy (”Good Media Literacy”) were published in 2013 by the Ministry of Education and Culture for the period 2013–2016. Media literacy is understood as “the literacy of today”, enabling us understand and critically appraise the world and the culture we live in. Therefore it is also relevant for our growth as human beings and for living a good life.
In English: http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2013/liitteet/OKM13.pdf?lang=fi

In terms of development policy, it can be noted that the Ministry for Foreign Affairs supports activities, including of NGO’s, engaged in development communication and global education. This is outlined in the **Government Report on Development Policy**, published in February 2016.
http://formin.finland.fi/public/download.aspx?ID=155593&GUID={6E4F9704-3A6B-4207-977D-0FBC44E084AF}

One of the actors receiving support from the Ministry for Foreign Affairs is **“Kepa”, Finnish civil society’s leading expert organisation on development policy issues.** Among others, Kepa coordinates a **global education network comprising over 150 organizations**. Kepa bolsters organizations’ operational requisites by offering organizations training and interest supervision. It also encourages the cooperation of organizations and other actors working in the field of global education. Through a material bank with examples of hundreds of Global Education materials and methods, Kepa helps disseminate educational materials and good practices.
http://www.globaalikasvatus.fi/node/930.

In terms of **policies for sustainable development**, a **national action plan for the implementation of Agenda 2030** will be developed by the end of 2016 (see more in our reply to question 6). Finland’s national strategy on sustainable development was renewed in 2013. Instead of a traditional strategy document the National Commission on Sustainable Development decided to introduce **Society’s Commitment to Sustainable Development, ”The Finland we want by 2050”.** With this the commitment, the public sector, together with other actors, pledges to promote sustainable development in all its work and operations. **Educational institutions** have been prominently represented among the organisations to commit to concrete actions with measurable results. Commitments made by individuals/ communities/ organisations: https://commitment2050.fi/
More about the process:
http://www.ym.fi/en-US/the_environment/Sustainable_development/Societys_commitment_to_sustainability

Previously, there have been two national strategies in Finland on Education for Sustainable Development:

A working group on Education for Sustainable Development set by the Ministry of Education drafted a strategy "Sustainable development in education; Implementation of Baltic 21E programme and Finnish strategy for decade of Education for Sustainable Development 2005-2014". The strategy was adopted in 2006. The strategy in English:
http://www.minedu.fi/OPM/Julkaisut/2006/kestavan_kehityksen_edistaminen_koulutuksessa_baltic_21e_-ohjel?lang=fi&extra_locale=en

In addition, a Sub-Committee for Education under the Finnish National Commission on Sustainable Development (NCSD) for the period of 2004-2007, produced a "Strategy for education and Training for Sustainable development and Implementation Plan 2006-2014".
It was also adopted in 2006. The strategy in English:
http://www.oph.fi/download/47693_engnetKekekajako.pdf

The strategies completed each other and were concurrent with the UNECE strategy.

Additionally, a multistakeholder commission was set by the Ministry of Education in 2005 to draft a **strategy for Global (Citizenship) Education**. "Global Education 2010". The programme was approved in 2007. The Programme in English:
http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/opm12.pdf?lang=fi

The programme had the following objectives:

1. Including global education in the foremost educational, cultural and social policy lines
2. Expanding global education in formal education
3. Supporting research and higher education relating to global education
4. Supporting international activities of civic organisations
5. Building up partnerships between the public administration, businesses, the media and civil society
6. Increasing resources needed for this
7. Monitoring systematically and evaluating analytically the success of global education in Finland.

Independent evaluations of the implementation of these strategies and programmes were conducted in 2011 (Global Education Programme) and 2012 (strategies on ESD).

4. Has there been an increased emphasis on the principles of the 1974 Recommendation in an education/curriculum reform or policy development that took place in the last five years?

X (a) Yes. Please specify below:

In terms of curriculum development, Finland has recently renewed the national core curricula for pre-primary education (2014), basic education (2014) and general upper secondary schools (2015). **The curricula emphasize human rights and the respect of human dignity in many ways.** They define **"transversal competences"** that need to be taken into account in all subjects, such as:

- learning-to-learn,
- cultural competence, interaction and expression,
- taking care of oneself, managing daily life,
- multiliteracy (covers also media and information literacy); and
- participation, involvement and building a sustainable future

It is understood that competences crossing the boundaries of different fields of knowledge and skills are a precondition for personal growth, studying, work and civic activity now and in the future.

Additionally, the Finnish National Board of Education is currently preparing the first **national core plan for Early Childhood Education and Care (ECEC)**. The plan covers features such as human rights, appreciation of diversity and promotion of sustainability. Thus, the plan helps to bridge the fundamental value basis of learning (in line with the topics and principles of the 1974 recommendation), extending throughout the life span. The plan will be published by the end of 2016.

When planning the curricula, the **long-term cooperation between the Finnish National Board of Education (FNBE) and the Ministry for Foreign Affairs** (development policy) was helpful in defining some aspects of global citizenship education. The results were published in "Learning in, about and for development partnerships" (FNBE, 2015) and "Schools reaching out to a global world" (FNBE 2011):

http://www.oph.fi/english/publications/2015/learning_in_about_and_for_development_partnerships
http://www.oph.fi/english/publications/2011/schools_reaching_out_to_a_global_world

The development cooperation (based on mutual learning and exchange of knowledge) between the schools in Finland and in the developing countries, has been one feature of the above mentioned cooperation between the FNBE and the Ministry for Foreign Affairs. Some results (in Finnish): http://www.polkka.info/komppi.html

- (b) No
- (c) No information available

5. If yes, please indicate the principles and topics on which there has been increased emphasis in the last five years. *(please tick all that apply)*

Peace and non-violence

- X (a) Friendly relations among nations
- X (b) Preventing violent extremism
- X (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.)

Human rights and fundamental freedoms

- X (a) Equality, inclusion and non-discrimination
- X (b) Justice and fairness
- X (c) Ethics/ morals / values

Cultural diversity and tolerance

- X (a) International understanding, solidarity and cooperation
- X (b) Intercultural and interreligious dialogue
- X (c) Global citizenship

Human survival and well being

- X (a) Climate change
- X (b) Environmental sustainability, caring for the planet
- X (c) Sustainable development, consumption, and livelihood

- Other principles/topics. Please specify below:

6. Has there been any specific taskforce, working group, office or other mechanism set up in the last five years within the government to facilitate the implementation of the above mentioned principles/topics within education?

X (a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)

The themes above strongly relate to the **education for sustainable development** (ESD). A **national multistakeholder group**, based on voluntarity between the main actors of the ESD, was gathered by the Ministry of Education and Culture in 2008 and it is still operational. The group comprises several actors (governmental and non-governmental, national, regional and local) within the field of ESD and covers virtually all levels of education. The group serves as an umbrella, enhancing the cooperation and information sharing between the different bodies on topical issues. All stakeholders have thus a shared responsibility for promoting ESD.

There is also continuous cooperation between the Ministry of Education and Culture and the Ministry of the Environment as well as with other relevant Ministries such as the Ministry of the Interior and governmental agencies such as the Finnish National Board of Education. The Ministry for Foreign Affairs also cooperates with the Finnish National Board of Education, in terms of developing "global citizenship education" in schools.

An important forum is also the **National Commission on Sustainable Development** which includes all ministries together with a wide range of stakeholders. In 2016, a coordination secretariat has been established in the Prime Minister's Office, with the responsibility for planning, preparing, coordinating and ensuring the national implementation of Agenda 2030. Consisting of representatives of key Ministries, the sustainable development coordination network supports and guides the work of the secretariat. This network has been responsible for the coordination of sustainable development between various administrative sectors for almost twenty years. It prepares, develops and coordinates sustainable development efforts in Finland, with the objective of increasing policy coherence with regard to and mainstreaming sustainable development as part of Government policy, while preparing the work of the Finnish National Commission on Sustainable Development.

(b) No

(c) No information available

7. Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? *(please tick all that apply)*

Peace and non-violence

X (a) Friendly relations among nations

(b) Preventing violent extremism

X (c) Preventing other forms of violence, including bullying, gender-based violence, school-related gender-based violence, etc.

Human rights and fundamental freedoms

- X (a) Equality, inclusion and non-discrimination
- X (b) Justice and fairness
- X (c) Ethics/ morals / values

Cultural diversity and tolerance

- X (a) International understanding, solidarity and cooperation
- X (b) Intercultural and interreligious dialogue
- X (c) Global citizenship

Human survival and well being

- X (a) Climate change
- X (b) Environmental sustainability, caring for the planet
- X (c) Sustainable development, consumption, and livelihood

- Other principles/topics. Please specify below:

8. In which school subjects are these principles and topics mainly taught? *(please tick all that apply and number them in order of importance)*

- ☐ (a) Arts
- ☐ (b) Civics, civil or citizenship education
- ☐ (c) Ethics/moral studies
- ☐ (c) Geography
- ☐ (d) Health and Physical Education and Sports
- ☐ (e) History
- ☐ (f) Languages
- ☐ (g) Religious education
- ☐ (h) Science
- ☐ (i) Social studies
- ☐ (j) Other. Please specify below:

Concerning the questions 7–8, we wish to add that preventing violent extremism *per se* is not included in the curricula. However, we handle the issue efficiently as part of the **multi-professional cooperation** among teachers, psychologists, social workers, nurses, heads of school, special needs teachers, child care, families and police (if needed), linked to a more general and holistic concern about the **well-being of pupils and students**. Combatting

discrimination, racism and hate speech are central tools, eg. illustrated in the **action plan "Meaningful in Finland",** launched by the Ministry of Education and Culture in May 2016. The action plan contains ten initiatives, aimed towards training of education personnel, youth work, sports and the dialogue between religions. The programme in English:
http://www.minedu.fi/OPM/Julkaisut/2016/toimintaohjelma.html?lang=fi&extra_locale=en

This broad approach is also recognized in th**e national Action Plan for the Prevention of Violent Radicalisation and Extremism** (2016), which states that shortcomings or problems in social policy areas such as upbringing, education, equality, wellbeing, livelihood and social participation, and weak social cohesion provide growth potential for violent radicalization and extremism. The action plan was prepared through extensive participation between the authorities (incl. of education), organisations and communities. The Ministry of the Interior steers and coordinates the implementation of the action plan. The Action Plan in English:
http://www.intermin.fi/download/67992_julkaisu_172016.pdf?a3a6da2d0f8ad388

We consider it difficult to place the subjects in an order of importance, as they are included in **transversal competences** in the national core curricula for pre-primary education (2014), basic education (2014) and for general upper secondary schools (2015). As such they are considered as **fundamental principles and topics to be covered in all subjects**. It is clear, that some subjects such as history, civics, ethics and geography are more explicit in handling the issues described in 1974 recommendation. However, we wish not to put the subjects in order, as the topics and principles are also embedded in the **underlying values** of curricula, eg. in the national core curriculum for basic education: "Uniqueness of each pupil and right to a good education", "Humanity, general knowledge and ability, equality and democracy", "Cultural diversity as a richness" and "Necessity of a sustainable way of living".

9. Please indicate the school levels at which these principles and/or topics are taught. *(please tick all that apply)*

- X (a) Pre-primary
- X (b) Primary
- X (c) Secondary
- X (d) Post-secondary/ Tertiary
- X (e) Other. Please specify below (e.g. adult education, TVET, etc.):

TVET, liberal adult education, non-formal education

In question 9 (teaching of subjects based on 1974 recommendation, tertiary education), it is important to note that the **Institutions for Higher Education** are autonomous in Finland, deciding each on their curricula and research activities. Hence the situation between the Higher Education Institutes (polytechnics and universities) varies. The HEI's conduct negotiations with the Ministry of Education and Culture at the beginning of every four-year agreement term, in which operational and qualitative targets are set for the university and resources required are determined. The performance agreements include common targets concerning all HEI's, one of which for the agreement period of 2013-2016 stated that the principles of sustainable development are central to all activities of HEI's.

The Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 (Publications of the Ministry of Education, Finland 2009:23) had objectives such as "Supporting a multicultural society" and "Promoting global responsibility". The strategy in English:
http://www.minedu.fi/OPM/Julkaisut/2009/liitteet/opm23.pdf The Ministry of Education and Culture is currently preparing new policy lines for the period 2016–2020.

In terms of Higher Education, we also wish to add that **research** is inherently international in nature. There are several institutions offering programmes in various disciplines, relating to the topics of the 1974 recommendation. There are also **scientific associations** with aims to increase multidisciplinary research relating to the topics of the 1974 recommendation. For example, "ETMU" promotes multidisciplinary research on ethnic relations in Finland. Ethnic relations are defined broadly to encompass also research on international migration, refugees, multiculturalism, racism, nationalism, immigrant integration, minority rights, immigrants, national minorities, citizenship and other related topics. http://etmu.fi/en/about/purpose/

The Ministry for Foreign Affairs provides funding for the **development research** through the Academy of Finland. The Ministry of Education and Culture funds the "FinCEAL Plus" project with the purpose of increasing support for Finnish researchers focusing on Africa, Asia and the Latin America and the Caribbean regions. The project is coordinated by three universities: University of Jyväskylä (Africa), University of Eastern Finland (Asia) and the University of Helsinki (Latin America and the Caribbean). The FinCEAL Plus: http://www.unipid.fi/en/page/157/developing_finnish_science_technology_and_innovation_cooperation_between_europe_africa_asia_and_the_lac_region/

In terms of **Technical and Vocational Education and Training (TVET),** it can be added that the qualification requirement system of vocational education and training consists of the national qualification requirement, each education provider's locally approved curricula and the students' personal study plans. All national qualification requirements for upper secondary vocational education include sustainable development as one of the key competences for life-long learning. Sustainable development is also included in the competence based qualifications based on the competences required in working life in the specific field.

10. Please indicate the implementation approaches applied to teach these principles and topics. (*please tick all that apply)*

- X (a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)
- X (b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)
- X (c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)
- (d) As a separate subject. Please indicate the subjects below (e.g. civics education)

11. Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

Not at all 1 2 3 X 4 5 Fully

12. To what extent are the principles and topics mentioned earlier reflected in the curriculum of pre-service teacher training?

Not at all 1 2 3 4 5 Fully

13. Teachers for which level of education received training that reflects the principles and topics mentioned earlier? *(please tick all that apply)*

- (a) Pre-primary
- (b) Primary
- (c) Secondary
- (d) Post-secondary/ Tertiary
- (e) Other. Please specify below (e.g. adult education, TVET, etc.):

14. Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

- (a) 0 - 20%
- (b) 21 - 40%
- (c) 41 - 60%
- (d) 61 - 80%
- (e) 81 - 100%

It is difficult to respond to the questions 12–14 (teacher's education and training), as there is no precise data available. **Initial teacher education** in Finland is provided by the Higher Education Institutions that have autonomy, also regarding their curricula. Hence, not enough information is available to report on the inclusion of specific principles and topics as described in the 1974 recommendation. However, as an example, the University of Turku decided in 2014 to start a process to integrate sustainable development fully into its teacher education. The Intercultural Teacher Education (ITE) programme of the University of Oulu responds to the challenges posed by multiculturalism and globalisation to the teaching profession.

In 2013, the Ministry of Education and Culture commissioned a group of rapporteurs to examine how democracy and human rights objectives are implemented and their content processed in teacher training in universities and polytechnics. According to results, democracy and human rights are seen in all units as key values in education. They are also linked with the operation culture. However, there are very few study modules in different disciplines that deal with democracy and human rights directly. Therefore, the University of Jyväskylä was mandated in 2016 by the Ministry of Education and Culture to **establish a concept for strengthening the democracy and human rights education in all units providing teacher training in universities and polytechnics**. The report will be published in the spring 2017.

The Government also allocates funds through the National Board of Education for **in-service training of teachers**, where competences for working in a multicultural and multilingual school environment as well as teaching skills in human rights and sustainable development have been given a specific emphasis.

Significant areas where state-financing is allocated to developing the professional skills of education personnel include, among others, ways to promote healthy and safe learning environments and school well-being and student participation, and preventing bullying. The hallmarks and preconditions for a healthy and safe school environment are generally incorporated in teacher training studies in educational psychology. They consist of lectures, literature and practical exercises consisting of phenomena and skills in interaction, student awareness and

social networks in the school environment.

School bullying is often mentioned as a separate item in school curricula. The aim is to equip students with ways of recognising and preventing problems in the student community, so that they can act in a constructive way in such situations. There is a multitude of literature on school bullying. Students in teacher training get to practice their skills in interaction and become acquainted with how schools resolve problems in practice. Teacher training schools have all adopted the KiVa antibullying programme.

The **increased number of asylum-seekers and immigrants among school-age children and pupils** increases the demand for the basic and continuing professional education for teachers, as well as the demand for resources to organise special needs education, education of Finnish and Swedish as a second language and the education of one's own mother tongue and religion.

Since 2009, the Ministry of Education and Culture has supported the preparatory or competence training and continuing professional education of **teaching, guidance or counselling personnel with an immigrant background,** working in early childhood education, basic education, general upper secondary education and vocational upper secondary and additional education and training, or the managing personnel working with the education of immigrants. In 2009-2015, 55 so called Specima projects of continuing education were initiated. **Approximately 1.300 people have begun the education.** The objective of this education and training is to promote and support the teachers and educators with immigrant backgrounds to seek competency according to Finnish degree requirements.

Kepa, the Finnish civil society's leading expert organisation on development policy issues, has also active cooperation with the Higher Education Institutions providing teacher education.

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

- X (a) Yes
- (b) No
- (c) No information available

If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination. *(please tick all that apply)*

- (a) Knowledge
- (b) Skills and competencies
- (c) Values and attitudes
- (d) Behaviours
- (e) None
- (f) No information available

16. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier? *(please tick all that apply)*

- X (a) Knowledge
- X (b) Skills and competencies
- X (c) Values and attitudes
- X (d) Behaviours
- (e) None
- (f) No information available

17. If the principles and topics mentioned earlier are not included in student assessments/ examinations, please indicate the main reasons (e.g. not a priority, lack of funds/expertise, etc.)

The new national core curricula specifically focuse on transversal competences, aimed to be achieved in a cross-curricular manner.

18. To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners? (*please tick all that apply)*

(a) Peace and non-violence	Not at all Adequately	1	2	3	4	X5
(b) Human rights and fundamental freedoms	Not at all Adequately	1	2	3	4	X5
(c) Cultural diversity and tolerance	Not at all Adequately	1	2	3	4	X5
(d) Human survival and well being	Not at all Adequately	1	2	3	4	X5
(e) Other. Please specify below:									
	Not at all Adequately	1	2	3	4	5

Many actors, including the NGO's and the Ministry for Foreign Affairs provide educational/ pedagogical materials, free to be used also by the schools.

19. Has a textbook revision been carried out in the last five years to reflect the principles and topics mentioned earlier?

- a) Yes. Please specify (e.g. to include which principles and topics in which subject, level of education, etc.)
- X (b) No
- (c) No information available

There is no prior examination of textbooks in Finland. The teachers are strongly involved in the writing of textbooks. The textbook production relies upon mutual trust and cooperation of teachers and publishing houses. Textbooks reflect the content and principles of national core curricula.

There is also a vivid field of actors, incl. NGO's, active in producing pedagogical materials and practices to support teachers.

20. Please indicate which of the following pedagogical approaches/learning principles have been applied with relation to the implementation of the 1974 Recommendation. (*please tick all that apply)*

- X (a) Learner-centred
- X (b) Innovative and creative
- X (c) Participatory and interactive
- X (d) Whole school
- X (e) Research and experimentation
- X (f) Education through arts and sports
- X (g) Child friendly schools
- (h) Other. Please specify below:

21. What kind of programmes and practices are implemented that allow students to experience other cultures and interact with people of different backgrounds (e.g. culture, ethnicity, religion)? *(please tick all that apply)*

- X (a) Student exchange programmes
- X (b) Twinning with other education institutions (regional/international level)
- X (c) Linking schools/classrooms with those in another country through internet/social media
- X (d) Collaborative projects
- X (e) Community work/ participation in community/local activities/events
- X (f) Other. Please specify blow:

The Finnish National Board of Education allocates funds as state subsidies to schools' and education providers' international activities. Among other internationalisation functions, these subsidies focus on the promotion of **"Internationalisation at home",** support drafting and implementing institution-level strategies for promoting human rights and sustainable development, as well for strengthening the appreciation of diversity.

22. Has there been an increase in the number of these programmes and practices, implemented in the last five years?

- a) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross-

curriculum themes/projects, etc.)

(b) No

(c) No information available

Referring to the question 22, it is difficult to say, if there has been an increase in terms of **mobility programmes** specifically targeting the topics and themes of the 1974 recommendation. There is no precise data on the subject. In Finland, CIMO is an expert organisation in international mobility and co-operation, subordinate to the Ministry of Education and Culture. However, there are other organisations, too, providing exchange opportunities for youth, students and working adults.
CIMO: http://www.cimo.fi/cimo_in_brief

According to CIMO, the mobility of outgoing pupils in comprehensive and general upper secondary schools compared to the total number of pupils in the schools was 3.7 % in 2012–2013 and slightly decreased down to 3.1 % in 2014–2015. The proportion of incoming pupils to Finland has remained the same (1.5 % in 2012–2013, and 1.4 % in 2014–2015).

In terms of vocational education and training (VET), the number of outgoing Finnish students has fluctuated between 6,000 and 6,500 students in the past four years: 6.388 students in 2014 (5 % compared to the total number of VET students). The number of arriving students has remained constant for years, around 2% of the total number of VET students in Finland.

The relative number of students in higher education institutions going abroad rom Finland compared to the total number of students has also risen in the 2000s. In 2014, just over 3% of all enrolled students went on a study period abroad. In addition, over 7,000 Finns are studying for a complete degree in a foreign higher education institution. The number accounts for just over 2% of the total number of higher education students in Finland.

In 2014, the proportion of international degree students in Finnish higher education institutions compared to the total number of students was 6.5 % in 2014. The number is more than three-fold since the beginning of the 2000s. The growth has slowed down in the past few years. In addition to the degree students, about 10,000 international exchange students come to Finnish universities every year, that is, about as many as there are Finns going abroad on study periods.

This mobility (both from Finland and to Finland) has been very Europe-centered, while in the higher education, the importance of Asia has grown steadily. CIMO's publication
http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/78242_Faktaa_1B_2015.pdf

In 2013–2014, CIMO piloted a **"Global mindedness survey"** as the first attempt to build a measuring tool to map the impact of mobility periods among Finnish higher education students going abroad. The aim was to find out, if the mobility periods would not only improve the language skills and promote the personal growth of students, but also have a real impact on attitudes. Preliminary results:
http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/55438_FactsExpress_1b_2015.pdf

In 2014, approximately **20,000 foreign degree students** were studying in Finnish institutions of higher education. There are **over 500 English (-speaking) programmes** leading to a Bachelor's or Master's degree. In addition to degree students, foreign citizens participate in open tertiary education, continuing professional education, labour market training and especially in preparatory studies for polytechnic education. Continuing professional education has been carried out as labour market training for highly-trained immigrants, such as doctors, nurses, architects, etc. In addition to them, there are foreign exchange students studying in Finland. The support services of

institutions of higher education are also comprehensively available in English. The biggest challenge facing international students is employment after the completion of their degree and insufficient Finnish or Swedish skills, which are closely related to it. At the moment, only more than half of those completing a degree in an institution of higher education are employed in Finland after the completion of their degree.

One interesting new programme directly relating to the 1974 recommendation, however, is **the "Teachers without Borders" -network.** This network for teachers and educational professionals is coordinated by the Finnish Church Aid (partly funded by the Ministry for Foreign Affairs). The network aims to increase the capacity of teachers to provide education for sustainable development/ global citizenship education of Finnish teachers, while building the capacity of schools and teachers in the developing countries. https://www.kirkonulkomaanapu.fi/en/get-involved/volunteer/teachers-without-borders/

23. What opportunities are provided at school level for students to participate in decision-making processes that concern them? *(please tick all that apply)*

- X (a) School governance/decision making
- X (b) Student council or similar bodies
- X (c) Student clubs
- (d) None
- (e) Other. Please specify below:

24. Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the school system. *(please tick all that apply)*

- X (a) Non-formal education
- (b) Informal education
- X (c) Adult education
- X (d) Media-based education
- (e) No information available
- (f) Additional information:

25. How would the current overall implementation of the principles 1974 Recommendation be rated?

Not yet implemented 1 2 3 X 4 5 Fully implemented

26. Compared to five years ago, how would the current status of the implementation of the 1974 Recommendation be rated?

Not improved 1 2 3 4 X5 Improved

27. If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles? *(please tick all that apply)*

- (a) No political/policy priority
- (b) Lack of education/curriculum/pedagogical initiatives
- (c) Insufficient resources (financial, technical, human)
- (d) Competing demands
- (e) Other and/or additional comments on your choice:

28. If progress has been made, what have been the enabling factors? *(please tick all that apply)*

- X (a) Political/policy priority
- X (b) Education/curriculum/pedagogical initiatives implemented
- X (c) Increased demand (by parents, the community, policymakers, etc.)
- (d) Availability of resources (financial, technical, human)
- (e) Other and/or additional comments on your choice:

29. Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.

We wish to emphasise that our reply is non-exhaustive. Finland is happy to see the discourse of ESD (Education for Sustainable Development) becoming more broadly understood to cover also the aspects of the 1974 recommendation. As the 2030 Agenda on Sustainable Development gives full authority to continue seeking these interlinkages globally, we would encourage to develop synchronized and integrated reporting mechanisms on a global scale, too.