Canada's Response to the 6th Consultation on the Implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974 Recommendation)

October 2016

Prepared by the Council of Ministers of Education, Canada
in collaboration with
The Canadian Commission for UNESCO

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 that are grouped here to guide the reporting process.

[2] These include topics that are closely related to the principles of the 1974 Recommendation and that 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 ○ 5 Fully

   Response: ***N/A***

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 ○ 4 ○ 5 Fully

   Response: ***N/A***

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.

Some examples or initiatives taking place within provinces and territories in Canada:

- Alberta Education provides supportive policies and programs that can change the environment of the school, which in turn makes school a more positive place for all students, regardless of their ability, race, ethnicity, culture, or religion. Alberta's K–12 education system also recognizes the importance of respecting differences in sexual orientation, gender identity, and gender expression.
- In 2015, Alberta's *School Act* was amended to affirm student entitlement to welcoming, caring, respectful, and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.
- The *Act* includes antibullying measures and requires school authorities to support student activities and organizations that promote a welcoming, caring, respectful, and safe learning environment, including gay-straight alliances and queer-straight alliances.
- All school authorities—both public and private—have been directed to comply with their responsibilities under the amended legislation. They have also been directed to create policies and procedures that specifically identify how the school authority will accommodate the needs of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community.
- Alberta Education has created a set of guidelines and best practices that school authorities may use to inform their work with students with diverse gender identities and gender expressions. School authorities are required to submit their policies and practices to Alberta Education for review, and the ministry works closely with them to identify and address any gaps.
- Alberta Advanced Education provides the First Nations College Grant to five First Nations Colleges in Alberta. This grant allows the colleges to provide programming in a culturally relevant manner for Indigenous and non-Indigenous learners.
- With respect to safe and inclusive schools, Manitoba's *Public Schools Act* amendments in 2013 (Bill 18) included a provision to require school boards to establish human diversity policies.
- Nova Scotia's Cultural Policy, Heritage Strategy, the Nova Scotia Department of Education Racial Equity Policy, the Essential Graduation Competencies, and the Foundation for the Atlantic Canada Social Studies Curriculum are just some of the other policies and strategies that have been developed that align with the principles of the 1974 Recommendation. All of these policies have had an impact on the design of various pieces of curriculum that all serve to promote peace education and active citizenship.
- The revised Ontario Social Studies, History and Geography, and Canadian and World Studies

curriculum policy documents include a Citizenship Framework that underpins learning in these documents.

- The Ontario Human Rights Code, the first in Canada, was enacted in 1962. In 2012, it was updated to include gender identity and gender expression as prohibited grounds for discrimination.
- The Saskatchewan Human Rights Code that originally took effect on August 7, 1979, includes rights for freedom of expression and association. It has been amended since then to prohibit discrimination based on religion, creed, marital status, family status, sex, sexual orientation, disability, age, colour, ancestry, nationality, place of origin, race or perceived race, receipt of public service, and gender identity.

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?
   - ● (a) Yes. Please specify below:

Some examples or initiatives taking place within Canada's provinces and territories:

- Nova Scotia's Action Plan for Education, released January 2015, focuses on making the curriculum more streamlined, coordinated, and innovative. This includes initiatives that will incorporate personal and character development education into subjects such as health, social studies, and family studies. The Action Plan emphasizes the importance of schools providing a positive and inclusive learning environment — leading the way as places of tolerance, respect, and personal responsibility through initiatives that support the development of students as global citizens, promoting cultural awareness and equity through curriculum and learning resources.
- In Nova Scotia, policies and practices related to safe schools also play an important role in developing social harmony. The department and school boards have worked together since 2005 to implement Positive and Effective Behavioural Supports (PEBS), the Provincial School Code of Conduct (2015), and a teacher resource called *Meeting Behaviour Challenges: Creating Safe and Caring Learning Environments*. These endeavours have helped to establish effective prevention and intervention strategies for maintaining positive behaviour in safe school environments.
- In Ontario, there is an extensive legislative framework and program funding to support safe, inclusive, and accepting schools. In all revised Ontario curriculum policy documents, there is a section in the introductory materials that provides guidance to teachers about equity and inclusive education in program planning in all disciplines.
- The Quebec government released its 2015–2018 concerted action plan to prevent and counter bullying in November 2015, with Quebec's *ministère de l'Éducation et de l'Enseignement supérieur* as a partner in the plan's development and implementation.
- British Columbia launched the ERASE (Expect respect, and a safe education) Bullying Strategy province-wide on June 1, 2012. The ERASE Bullying Strategy has helped British Columbia make significant strides toward creating a provincial culture that is responsive to supporting the emotional health, well-being, and safety of our students. As part of the strategy, we have trained more than 15,000 educators, police, and child and youth mental-health workers on school culture, climate, and violence threat risk assessments with a new focus on social media.
- In 2016, British Columbia announced that local boards of education will now be required to include explicit reference to sexual orientation and gender identity or expression in their anti-bullying policies. These changes align with the 2016 amendments to British Columbia's *Human Rights Code*, the ERASE Bullying Strategy, and the provincial K–12 sector's shared goal of supporting inclusive and respectful

school environments. ERASE Bullying Strategy: www.erasebullying.ca

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

Human rights and fundamental freedoms
- (a) Equality, inclusion and non-discrimination
- (b) Justice and fairness
- (c) Ethics / morals / values

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

Human survival and well being
- (a) Climate change
- (b) Environmental sustainability, caring for the planet
- (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?
   - (a) Yes. Please specify below (e.g., name, department, topic, tasks, etc.)

Some examples or initiatives taking place within Canadian provinces and territories:
- The Canadian Museum of Human Rights was established in Winnipeg, Manitoba, in 2008. Established by the Parliament of Canada, it aims to explore the subject of human rights, with special but not exclusive reference to Canada, to enhance the public's understanding of human rights, to promote respect for others, and to encourage reflection and dialogue (Museums Act).
- In 2014, the Nova Scotia Minister's Panel on Education conducted the first review of Nova Scotia's public education system in 25 years to identify what needed to be done to strengthen the system. The review looked at many components, from curriculum to technology to student outcomes, and how to better adapt the education system to ensure the success of all students in the changing environment. As a result of this review, the minister released Nova Scotia's Action Plan for Education which contained over 100 initiatives to transform the education system. Many of these actions address the principles outlined in the 1974 Recommendation.

- Over five years ago, Quebec's *ministère du Développement durable, de l'Environnement et de la Lutte contre les Changements climatiques (MDDELCC)* established a sustainable development coordination office to support Government of Quebec ministries and agencies subject to the *Sustainable Development Act* in their obligation to formulate a sustainable development action plan consistent with the government's sustainable development strategy.
- As a result of a report produced by the Working Group on Environmental Education, Ontario developed the policy framework *Acting Today, Shaping tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009), which now guides all environmental education-related activities at the Ministry of Education, as well as in school boards and schools in Ontario.
- Alberta Education has undertaken a number of initiatives that fall under the principles listed above. These include:
  - the *Expression of Reconciliation for the Legacy of the Indian Residential School System* (Alberta Education/Alberta Indigenous Relations); and
  - the creation of a new division within Alberta Education that is responsible for First Nation, Métis, and Inuit education.

○ (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

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

Human rights and fundamental freedoms

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

Cultural diversity and tolerance

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

Human survival and well being

- (a) Climate change
- (b) Environmental sustainability, caring for the planet
- (c) Sustainable development, consumption, and livelihood
- (d) Other principles/topics. Please specify below:

Some examples or initiatives taking place in Canada's provinces and territories:

- Manitoba is committed to Education for Sustainable Development (ESD) which involves incorporating key themes of sustainable development — such as poverty alleviation, human rights, health and environmental protection, and climate change — into the

education system. ESD is a complex and evolving concept and requires learning about key themes from a social, cultural, environmental, and economic perspective. It explores how those factors are interrelated and interdependent. http://www.edu.gov.mb.ca/k12/esd/index.html.

- Because Quebec's college system uses a competency-based approach, the institutions themselves are responsible for determining what specific subjects are covered in their courses. Officially, the ministry's only required topics are "justice and fairness" and "ethics/morals/values" in the "ethics and politics" philosophy course. Most of the other principles and topics may be covered in the various general and specific courses at the discretion of each college's teachers and management.

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
   - (d) Geography
   - (e) Health and Physical Education and Sports
   - (f) History
   - (g) Languages
   - (h) Religious education
   - (i) Science
   - (j) Social studies
   - (k) Other. Please specify below:

As a result of *Ontario's Equity and Inclusive Education Strategy* (2009), all school boards have an equity and inclusive education policy in place. A key focus of the strategy is to support boards and schools in embedding the principles of equity and inclusive education in all operations and learning environments.

9. Please indicate the school levels at which these principles and/or topics are taught. *(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.):

A key component of Ontario's *Equity and Inclusive Education Strategy* is parent engagement. In 2010, the Ontario government released *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*. The Parent Engagement Policy formally recognizes and supports a vision of parents as both valued partners and active participants in their children's education.

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

- (a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)
- (b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)
- (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)

Some examples or initiatives taking place in Canada's provinces and territories:
- Philosophy course in Quebec (college)
- Civics and Citizenship course in Ontario (Grade 10)

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 ●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.):

Additional qualification (AQ) and specialist courses for Ontario teachers.

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%

Response: ***N/A***

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?
    - ● (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)*
    - ● (a) Knowledge
    - ● (b) Skills and competencies
    - ● (c) Values and attitudes
    - ● (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.)

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

Quebec's sociocultural reference framework for the evaluation of instructional materials includes the principle of equality between men and women. This means that all textual material must be non-sexist and free of discrimination and stereotypes, with both sexes represented fairly, equally, and in interaction with one another.

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.)

  Some examples or initiatives taking place within Canada's provinces and territories:
  - In Nova Scotia, textbooks have not been revised but overall resources, both on-line and in print, were revised.
  - Curricula for social studies in Saskatchewan (Grades 4, 5, 6, 7, and 8) have been revised.

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

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

      Some examples or initiatives taking place in Canada's provinces and territories:
      - Ontario's Inclusive Design provides a process for and an approach to supporting educational leaders and engaging in shared commitment and leadership to best support all students. It is an targeted plan designed to put the needs of marginalized students at the forefront of the improvement planning process.
      - In Ontario, collaborative professionalism is defined as professionals—at all levels of the education system—working together and sharing knowledge, skills, and experience to improve student achievement and the well-being of both students and staff.

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

      Some examples of initiatives taking place in Canadian provinces and territories:
      - Ontario is among the most diverse jurisdictions in the world. To reach its goal of making Ontario's education system the most equitable in the world, the Ministry of Education works with school boards and community partners to ensure the province's schools embrace this diversity and move beyond tolerance and celebration to inclusivity and respect.

- To support the implementation of its Equity and Inclusive Education (EIE) Strategy, Ontario works with diverse stakeholders, including the Canadian Multifaith Federation (CMF), which delivers training to educators and assists boards in reviewing their processes regarding the provision of religious accommodation. The CMF has also developed a handbook to support schools and boards in reviewing, refining, and implementing their religious accommodation guidelines.

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.)

Some examples of initiatives taking place in Canadian provinces and territories:

- The aim of Ontario's EIE Strategy is to help the education community identify and remove discriminatory biases and systemic barriers in order to support student achievement and well-being. All 72 school boards have an EIE policy, which includes a religious accommodation guideline. Ontario's *Education Act* requires every school board to have an EIE policy in place. The Ontario Human Rights Commission actively supports the EIE Strategy and has provided professional learning and training on human rights, religious accommodation, and anti-racism, among other relevant topics, to the education sector.
- The Ontario Ministry of Education continues to work with school boards, teachers' federations, community organizations, and other stakeholders to support the implementation of the Equity and Inclusive Education Strategy. Initiatives include projects engaging secondary school students to address discrimination and bullying by exploring themes such as identity, diversity, and stereotyping; and delivering training to educators and assisting boards in reviewing their processes to provide religious accommodation.

○ (b) No

○ (c) No information available

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

○ (a) School governance/decision making

○ (b) Student council or similar bodies

○ (c) Student clubs

○ (d) None

● (e) Other. Please specify below:

Some examples or initiatives taking place within provinces and territories in Canada:

- In 2008, as part of the Ontario Ministry of Education's Student Success Strategy, Student Voice was launched to set out ways to learn directly from students, to discover what would help them strengthen their engagement or re-engagement in their learning, including strengthening communication between students and all members of the education community. A number of initiatives and resources are included in the provincial Student Voice programs. For example:
  - The Minister's Student Advisory Council (MSAC) is a group of 60 students with a diverse and unique experience from across the province, appointed by

the minister through an application and review process. The group meets twice a year to provide advice and comments on ministry policies and programs.
    - SpeakUp Project grants are awarded to schools to support student-led projects. These projects are designed to strengthen student engagement (academically, socially, and intellectually).
- In Saskatchewan, one or two secondary students are to be members of the School Community Council in schools that offer secondary credits for such activity.
- Alberta Education is implementing a Minister's Student Advisory Council.

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

- ○ (a) Non-formal education
- ○ (b) Informal education
- ○ (c) Adult education
- ○ (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 ●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 ○ 5 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)*

- ● (a) Political/policy priority
- ● (b) Education/curriculum/pedagogical initiatives implemented
- ● (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:

Some examples of initiatives taking place in Canadian provinces and territories:

- Legislative changes in Quebec
- Ontario explicitly funds and supports equity initiatives in partnership with diverse stakeholders.

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.

LEGAL FRAMEWORKS

In Canada, the *Constitution Act, 1867*, grants exclusive legislative responsibility for education to the provinces. Similar responsibilities are delegated to the territories by the federal government. The education or school act in each province or territory specifies who is entitled to attend school. Although each act differs in specifics, their overall principles are consistent throughout the country. All children have the right to attend a public school if they meet the age and residency requirements. No tuition is to be charged to the student or the parent for this education.

The federal government shares responsibility with First Nations for the provision of education to children ordinarily residing on reserve and attending provincial, federal, or band-operated schools.

The UNESCO 1974 Recommendation is not well known in Canada, but the principles it expresses are important elements of education policy, both in formal school systems and in many areas of non-formal education. Across education systems in Canada, policy-makers, researchers, and teachers continue to develop citizenship-education curricula and to integrate peace, human rights, and global education into school programs.

EDUCATION SYSTEMS IN CANADA

Responsibility for Education

Because education is decentralized in Canada there is no federal department of education and no integrated national system of education. Exclusive legislative responsibility for education is granted to the provinces in Canada's *Constitution Act, 1867*. As stipulated in the federal laws that created the three territories — Nunavut, Northwest Territories, and Yukon — each territory has comparable responsibility for education. In the 13 jurisdictions — 10 provinces and three territories — departments or ministries of education are responsible for the organization, delivery, and assessment of education at the primary and secondary levels. The institutions in the postsecondary systems have varying degrees of autonomy from provincial or territorial government control. The ministers responsible for education in the provinces and territories come together as the Council of Ministers of Education, Canada (CMEC) to discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the education interests of the provinces and territories in Canada and internationally.

Four Pillars of Lifelong Learning

CMEC outlined four pillars of lifelong learning in the *Learn Canada 2020* declaration (CMEC-2020-DECLARATION.en.pdf), a joint ministerial statement with commitments that parallel components of the UNESCO Recommendation:

- *Early childhood learning and development:* All children should have access to high-quality early childhood education that ensures they arrive at school ready to learn.
- *Elementary and secondary schooling:* All children in our primary to high-school systems deserve learning opportunities that are inclusive and that provide them with world-class skills in

literacy, numeracy, and science.

- *Postsecondary education:* Canada must increase the number of students pursuing postsecondary education by increasing the quality and accessibility of postsecondary education.
- *Adult learning and skills development:* Canada must develop an accessible, diversified, and integrated system of adult learning and skills development that delivers training when Canadians need it.

REGIONAL DIFFERENCES AND PROVINCIAL AND TERRITORIAL LEGISLATION

While there are a great many similarities in the provincial and territorial education systems across Canada, there are important differences that reflect the geography, history, culture, and corresponding specialized needs of the populations served. The comprehensive, diversified, and widely accessible nature of the education systems in Canada reflects the societal belief in the importance of education. More information on the educational systems in Canada can be found by consulting "Education in Canada: An Overview" at http://cmec.ca/299/Education-in-Canada-An-Overview/index.html.

Every province and territory has its own human rights legislation and procedures, as well as curriculum and initiative to promote world peace through international understanding, solidarity, and cooperation.

Thank you for your kind collaboration!