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 X5 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 ○ 4 X5 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.

Early Childhood Education

In New Zealand, learning and development in the early childhood setting is holistic – fostering learning partnerships between teachers, parents and families to provide wider context of the child's world. The curriculum framework and Te Whāriki (the Ministry of Education's early childhood curriculum policy statement) set expectations that children will be empowered to learn and grow in a holistic way, as part of their families and communities and through responsive and reciprocal relationships.

Licensed early childhood service providers are required to plan, implement, and evaluate a curriculum that enhances children's learning and development. Their curriculum must provide experiences that encourage children to be confident in their own culture and develop an understanding of and respect for other cultures. Their curriculum must acknowledge and reflect the unique place of Māori in New Zealand society. This socio-cultural context reflects the principles of cultural diversity and tolerance, and upholds equality and non-discrimination practices.

Schools

Schools in New Zealand are self-managing which means that each school makes decisions on learning programmes that best fit the needs of their students within the framework of the National Curriculum. The National Curriculum sets the direction for student learning and comprises two documents: The New Zealand Curriculum (NZC) for English-medium schools and Te Mārautanga o Aotearoa (TMoA) for Māori Medium schools.

The National Curriculum establishes what is important to include in school learning and teaching programmes including curriculum that is engaging, challenging, future focused and inclusive and affirms New Zealand's unique identity.

The NZC sets-out values that are to be encouraged, modelled, explored and expressed including: diversity; equity; and community and participation for the common good associated with notions of peace, and citizenship. These values are expressed through individual school curriculum that is guided by school and community values and aspirations. It is expected that these values are evident in the school's philosophy, structures, curriculum, classrooms and relationships.

TMoA has an integrated approach to education providing students with opportunities to learn about total health and well-being of spirit, mind, body and heart, as well as environmental health.

Through provision of resources, professional development for teachers, funding of specific programmes etc. the Ministry of Education supports schools to ensure these guiding principles and values are visible in their local teaching and learning programmes.

Tertiary

New Zealand tertiary education providers have autonomy over the programmes of study and training that they provide. This autonomy is provided for in legislation. Many tertiary education programmes reflect and promote the guiding principles in their curriculum and in the skills and values that they teach.

All tertiary education providers are subject to New Zealand law concerning human rights and non-discrimination. Public tertiary education institutions have legal duties to: acknowledge the principles of the Treaty of Waitangi; encourage the greatest possible participation by the communities they serve (with emphasis on groups under-represented among their students); ensure they do not discriminate unfairly; and ensure proper standards of integrity, including in concern for students'
wellbeing.

The Government is required by law to publish a Tertiary Education Strategy that addresses its long-term economic, social and environmental goals and the development aspirations of Maori and other population groups. Key priorities in the current Tertiary Education Strategy include improving outcomes for Māori and Pasifika people, getting at-risk young people into a career, and improving adult literacy and numeracy. Funding and quality assurance systems include requirements, performance measures and incentives for providers to continually lift their performance in improving education outcomes for priority groups.

Many providers have strong equity plans to promote the achievement of particular groups such as learners from low socio-economic backgrounds, people with disabilities, and refugee and migrant learners. Numerous sector and provider-level strategies and programmes are in place to advance participation of groups in particular areas, such as women in trades and engineering. The Government expects that activity of this kind will continue to be built upon so that all learners experience an inclusive tertiary education system that supports achievement and therefore improves outcomes from study.

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:

Peace and non-Violence

In 2013, the New Zealand Government increased emphasis on sexual violence with the release of a National Sexual Violence Prevention Strategy, which in part

targets youth education around relationships. Sexual Violence prevention is a priority within the Ministerial Group on Family Violence and Sexual Violence Work Programme.

Cultural diversity and tolerance; and equality and non-discrimination

In 2015, the New Zealand Government released of the Relationship Education Programmes guide for schools as well as the Sexuality Education guide.

Human rights and fundamental freedoms

A *Sexuality Education Guide* for schools was updated in 2015. In addition, to increase focus on bullying in schools. A cross-sector Bullying Prevention Advisory Group (BPAG) is working to address bullying in New Zealand schools. Its work to date has included the *Bullying Prevention and Response* guide provided to schools in 2015 and the BullyingfreeNZ website launched in 2016.

○ (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

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

○ (c) Ethics/ morals / values

Cultural diversity and tolerance

X (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?

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

Peace and non-violence

In 2013 the New Zealand Government developed a National Sexual Violence Prevention Strategy. One of its six goals was for young people to have access to programmes to help them negotiate healthy, respectful relationships. In response, the Ministry *developed Relationship Education Programmes: Guide for Schools*.

The guide helps schools implement relationship-based learning programmes. It was developed from a report the Ministry commissioned on ways relationship education might contribute to addressing relational violence and promoting positive gender interaction in schools.

Human Rights and fundamental freedoms

In 2015, *Sexuality Education Guide* was updated with more information about gay, lesbian, bisexual and transgender students. Although not mandatory policy, schools have greater clarity on issues such as sexual violence, bullying and safety in intimate relationships. Schools are encouraged to be inclusive and value diversity.

The Ministry of Education supports the Positive Behaviour for Learning Programme, which helps schools develop a positive culture that is more accepting of diversity.

The Bullying Prevention Advisory Group (BPAG) is a cross-sector collaboration of 17 organisations committed to the issue of bullying in New Zealand schools. BPAG is focussed on the provision of information and resources to support schools to implement effective bullying prevention approaches. The BullyingfreeNZ website has been established (2016) as the repository for BPAG's resources for schools. The Ministry of Education (the Ministry), as a member of BPAG, is primarily responsible for the development of the bullying.

Cultural diversity and tolerance

To commemorate the centenary of the First World War and New Zealand's significant contribution, the Ministry led an interagency group to design relevant resources for primary and secondary schools. The resources support students in years 1 to 13 to meet several National Curriculum achievement objectives.

Students will be able to explore how the events and experiences of the First World War are relevant to today and the future.

The resources focus learning around the following themes:

- Heritage and Identity
- Making Connections
- Citizen Perspectives
- New Zealand in the Pacific
- Peace and Reconciliation.

(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
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
XOther principles/topics. Please specify below:

Central to the curriculum *Te Mārautanga o Aotearoa* for Māori Medium schools, is the idea of learners secure and confident in the Māori world. These learners uphold their spiritual and cultural identity and heritage in order to reach their potential, and to participate effectively and positively in the Māori community and the global world.

The national curriculum gives effect to Te Tiriti o Waitangi/ Treaty of Waitangi (the Treaty); young people creating an Aotearoa New Zealand in which Māori and Pākeha recognise each other as full Treaty partners.

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

- [8] (a) Arts
- [ ] (b) Civics, civil or citizenship education
- [ ] (c) Ethics/moral studies
- [3] (c) Geography
- [2] (d) Health and Physical Education and Sports
- [4] (e) History
- [6] (f) Languages
- [5] (g) Religious education
- [7] (h) Science
- [1] (i) Social studies
- [ ] (j) Other. Please specify below:

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.):

Adult Education

The Government funds specific non-formal adult education programmes to provide adults with community-based education, foundation skills, and pathways into other learning opportunities that meet community learning needs.

Adult education programmes also target learners whose previous learning was not successful in order to strengthen social cohesion and enhance a learner's ability to participate in society and economic life. Priority government funding primarily focuses on: literacy; digital literacy and/or numeracy; English language; New Zealand Sign Language, and Te Reo Māori (the language of the indigenous Maori). Individual adult education providers may offer courses that reflect and promote the guiding principles, and cover the aforementioned topics.

TVET

The overarching operational framework for the New Zealand Qualifications Framework at TVET level inherently reflect and promote the guiding principles with many specifically designed TVET programmes addressing the topics outlined.

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 X 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 X5 Fully

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

x (a) Pre-primary
x (b) Primary
x (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%
X (e) 81 - 100%

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)*

X(a) Knowledge
X(b) Skills and competencies
X(c) Values and attitudes
X(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.)

N/A

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	X3	4	5	Adequately		
(b) Human rights and fundamental freedoms	Not at all	1	2	X3	4	5	Adequately		
(c) Cultural diversity and tolerance	Not at all	1	2	X3	4	5	Adequately		
(d) Human survival and well being	Not at all	1	2	X3	4	5	Adequately		
(e) Other. Please specify below:									
	Not at all	1	2	3	4	5	Adequately		

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

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)
(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:

Shared Histories is a joint initiative between the Ministries of Education in New Zealand and France and involves New Zealand and French secondary schools collaboratively developing and working on projects on the First World War. As part of this a group of 'Young Ambassadors', secondary aged girls and boys were selected to attend the opening commemorations of the First World War in Paris in July 2014.

The Ministry considers through this initiative young people will be actively supported to reflect on the events of the First World War and war in general, and how they have shaped New Zealand and their lasting influence on us today. The Ministry funded a website to facilitate sharing project work and showcasing work and relevant events to support international collaboration.

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

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

curriculum themes/projects, etc.)

To mark the First World War centenary 2014-2018 the Shared Histories initiative was initiated. Refer question 21 for details	

(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)*

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
X(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 4 X5 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 X 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)*

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.

Additional overview information

As part of its review of the early childhood and schooling system, the Education Review Office focuses on how early childhood education providers and schools are delivering the curriculum so that all students achieve their potential. ERO reports nationally on student progress and achievement.

The Government is making a number of changes to the schooling system. The most significant are:

1. The introduction of Communities of Learning, to make it easier to share innovative teaching practices and expertise between schools. CoLs are also setting targets to raise student performance in maths, literacy and science and for Māori and Pasifika learners. More than 1000 schools with more than 320,000 students are forming Communities of Learning.
2. Reviewing the funding of schools to better target funding to where and when it is most needed and to ensure that students receive the right help at the right time. This will test if we can give schools more flexibility to decide how their resources are best used to meet learning needs.
3. Changes to teacher professional development to focus more closely on subjects where our students need to improve, such as in maths, science, and reading and writing.

Additional question information

Question 8: The numbered subjects are the formal learning areas of which topics as civics, civil, citizenship education, ethics/moral studies form a part.

Question 9: While all levels of education will address aspects of these principles they will differ in order of complexity and reflect key priorities for individual schools/institutions.
Question 10: As self-governing entities schools develop and plan their teaching programmes that reflect the needs and aspirations of their learners. As a consequence, the Government does not collect national data on the number of hours spent on each teaching subject.
Question 18: As self-managing schools teaching and learning programmes vary throughout New Zealand. As a consequence schools will use and develop resources to reflect their individual programmes. The Ministry provides resources on a range of topics and subjects and schools will select and use resources that best reflect local curriculum and needs.
Question 19: The national curriculum does not specify set texts for each learning area. Schools select and use texts that best reflects the learning and assessment needs of individual programmes.

Thank you for your kind collaboration!