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.

III. Information about the respondent

1. Country:

Republic of Korea

2. Name and title of the respondent:

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7. Date of submission:

9 December 2016

8. Signature: 

Jeongseop PARK, Acting Secretary-General of the Korean National Commission for UNESCO

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

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

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.

The Framework Act on Education* "provides for the rights and duties of citizens and the obligations of the state and local governments on education, and prescribes an educational system and fundamental subjects for its operation." This legislation clearly sets out the purpose of education as follows:

> The purpose of education is to enable every citizen to lead a life worthy of human and to contribute to the development of a democratic country and realization of an ideal of human co-prosperity by ensuring cultivation of character, development of abilities for independent life and necessary qualities as a democratic citizen under the humanitarian ideal. (Article 2 Principle of Education)

In addition, 'Article 29: Globalized Education' emphasizes the importance of international cooperation and capacity-building in order to serve as a productive member of the global community:

(1) The State shall make efforts to provide globalized education for citizens to be equipped with attainments and abilities as members of global community.
(2) The State shall provide policies to conduct school education or social education for Koreans residing abroad.
(3) The State shall provide policies on studying abroad to promote academic studies, and shall support education and research activities for better understanding of Korea to foreign countries and to establish the identity of Korean culture.
(4) The State shall provide policies for educational cooperation with foreign governments and international organizations.

* In 1997, the Framework Act on Education replaced the Education Act that was enacted in 1949. The Act is the foundation and core document that prescribes basic elements of Korea's education system and guarantees rights to education. (National Archives of Korea, 2006).

Other measures include the following:
Human Rights Education act, Supportive Act on Unification Education, Preventive regulation against School Violence, Act on promotion of Youth Activity, Child Welfare act. Supportive act for the multicultural families, Environment Education Promotion Law, Social Welfare Law on Handicapped Persons

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:

The principles and purposes of EIU are strengthened in the 2009 Revised National Curriculum.

This new Curriculum defines a well-educated person as :

(1) A person who develops his/her own individuality and explores career paths on the basis of holistic growth.
(2) A person who demonstrates creativity by presenting new ideas and challenging existing institutions and structures based on a solid foundation of knowledge and skills.
(3) A person who leads a life of dignity that demonstrates cultural knowledge and understanding of pluralistic values.
(4) A person who contributes to the development of the community by demonstrating compassion and willingness to communicate with the world.

As shown, the key aspects of EIU, specifically the emphasis on holistic education, global citizenship, respect for diversity and community development, are represented in the Framework Act of Education and National Curriculum of the Republic of Korea.

○ (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:

Multicultural education (cultural diversity), character education (caring, empathy), happiness education, media literacy, critical thinking, creativity

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.)

Lead Teachers on GCED set up in 2015: 2 lead teachers on GCED from each of the 17 cities and provinces of the Republic of Korea are selected every year since 2015. These lead teachers are trained on GCED to train other teachers for multiplying effect. In coordination by APCEIU, this group of lead teachers are supported by the central government, regional offices of education and schools. National Committee on the Prevention of School Violence was established in 2012 under the Office of the Prime Minister for the following purpose: 1) Review the establishment and implementation of the basic plans for the prevention of and countermeasures against school violence 2) Review requests made by related central and provincial institutions 3) Review requests made by the Ministry of Education, Regional Committee on the Prevention of School Violence, Regional Conference on the Prevention of School Violence, Provincial Conference on the Prevention of School Violence and other experts and institutions

○ (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

✓ Other principles/topics. Please specify below:

- Peace maintenance in the Korean peninsula
- Intergenerational understanding

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

✓ [5] (b) Civics, civil or citizenship education

✓ [2] (c) Ethics/moral studies

✓ [6] (c) Geography

✓ [9] (d) Health and Physical Education and Sports

✓ [3] (e) History

✓ [7] (f) Languages

○ [-] (g) Religious education

✓ [4] (h) Science

✓ [1] (i) Social studies

✓ [-] (j) Other. Please specify below:

In addition, the principles stated in the 1974 recommendation are taught in the extracurricular subject called “Creative Experiential Activities,” which was newly introduced in the 2009 Revised Curriculum as a mandatory part of school education that seeks to promote variety in courses and ability of each school to develop new and unique curricula and courses. Departing from the traditional knowledge-based education, the 2009 Revised

Curriculum aimed to strengthen creativity and character-building education through experiential activities that may be designed within the discretion of each local school board.

Other topics are dealt with in after school activities in schools, and incorporated into school curriculum, but are not taught as a stand-alone subject. For example, topics such as peace education are touched upon during courses on civics and social studies courses, the subject of human rights in ethics and morals as well as social science.

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.):

Adult education: Training of instructors for multicultural education at lifelong learning community centers

Additionally, some NGOs deal these topics in the community.

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)

Note: In regards to (c), the whole-school approach is mainly implemented in ASPnet schools

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.):

Note: Post-secondary teachers do not get any teaching training before being hired. University curriculum is too specialized to be connected to 1974 Recommendation ethos.

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% c

○ (d) 61 - 80%

○ (e) 81 - 100%

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

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.)

Following the Ministry of Education's announcement of education curriculum reforms in 2015, textbook revisions with greater emphasis on fostering creativity and humanistic education are currently in process and will be implemented in 2018.

Additionally, the 2015 World Education Forum, GCED principles and topics are included in the social studies and ethics/moral subjects.

○ (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:

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:

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.)

  When exam free semester policy (1 full semester free of exams during the course of lower secondary curriculum) was enforced in 2016, implications for programmes and practices related to the 1974 recommendation was implemented with more flexibility in selection of content for various experiential activities.

  Other programmes and practices include:
  - Peer mediation and restorative justice program.
  - Making pupils' charter of human rights by themselves
- (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:

Note: In regards to (a), students are included in decision-making processes on improving school life and culture such as reforms on school policy and activities.

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:

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.

There are many terminologies and concepts related to education for international understanding (EIU) such as tolerance education, peace education, human rights education, education for sustainable development and global citizenship education. Thus there is confusion in deliberating the different concepts and their relation to and difference

to each other. As such many teachers are confused as to which topics they should implement in the school curriculum. Even though 1974 recommendation says that these educations are under the same roof of universal values such as peace, human rights, cultural diversity and sustainable development, each terminology may be encouraged by different related ministries.

Since a couple of decades, there has been a dramatic evolution of 1974 recommendation implementation through education according to the democratic development of Korean society. But due to such confusion, many people do not feel practical progress in 1974 recommendation.

Note by KNCU: The format of the questionnaire for the sixth consultation makes it difficult to report the full extent of how well the recommendation is being implemented, especially on a five point scale. In particular, many of the questions are open to subjective interpretation, where, in the case of the Republic of Korea, different institutions and experts had varying opinions on how well the recommendation was being implemented domestically. For the next consultation, we suggest also including questions that can track and compare progress made in efforts to implement the recommendation via numerical comparisons.

Thank you for your kind collaboration!