**1. Please provide information on how, in your country, the issue of respect for cultural diversity and the cultural rights of each person is reflected in school curricula (legislative, institutional and policy framework, and implementation);**

 In the Finnish comprehensive school, phenomena-based learning offers the opportunity to incorporate various viewpoints in teaching and education. The contents of lessons can be based on the pupils’ action and thoughts on a certain subject. This ensures more space and time for discussion, where diversity is respected.

**2. Please provide information on how, in your country, the issue of respect for cultural diversity and the cultural rights of each person is taken into account in the organization of the school system and schools (legislative, institutional and policy framework, and implementation);**

A few examples on the work done to ensure the implementation of cultural rights.

**Art Testers project** (2016-) is a large scale national campaign, that has taken three age groups of eighth-graders to art institutions. The aim is to provide young people with an opportunity to experience art, also art to which many would not otherwise have access. The art trips take place during the school day.

The Art Testers campaign is bilingual and offered in both official languages, Finnish and Swedish. The campaign will be implemented in cooperation with the Association of Finnish Children’s Cultural Centres, which is in charge of coordinating it, arranging transports and administration. The overall costs are expected to be around EUR 20 million. The Swedish Cultural Foundation in Finland will participate in the funding with approximately EUR 1.2 million. In 2016-2020 the campaign has been funded by the Finnish Cultural Foundation and the Swedish Cultural Foundation in Finland. From August 2020 until June 2021 the campaign is funded by the State and the Finnish Cultural Foundation in cooperation.

Another example of the right to education in a cultural context are **cultural education plans.**

Cultural education plan is a plan detailing the systematic implementation of culture, art and cultural heritage education as part of the municipality’s teaching. It represents the agreement of one or more municipalities regarding the cultural education of pupils from one grade to another. The plan also renders the schools’ cultural education work target-oriented. Cultural education plan concerns the grades 1–9 and, in some municipalities, secondary education and early childhood education.

The work done in advancing the cultural education plan in the area guarantees all children and youth the equal possibility to experience and participate in local culture in a diverse manner. The plan is written and implemented in cooperation with education and culture sector operators. It is based on the municipality’s own cultural supply and heritage as well as the spontaneous activities of children and youth.

**3. Please clarify to what extent the measures described above relate not only to the issue of languages in education (in this regard, please briefly explain the context and provide details on the State language policy), but also to the arts, heritage, science, history, values and religions, or world views and ways of life, in all their diversity.**

**4. Please specify the specific and particular difficulties encountered in ensuring an inclusive and quality education that allows cultural diversity and the cultural rights of each person to flourish at the same time;**

**5. Have specific mechanisms been established to consult and ensure the participation of stakeholders, in particular the populations concerned and parents, for a better understanding and effectiveness of the right to education, including its cultural dimension? What place is given in this context to the voice of children?**

**6. What recommendations should be provided to States and other stakeholders on these issues?**

TAMPERE PAPER

The first International Children’s Culture Forum gathered in Tampere, Finland, on September 30th and October 1st, 2019. The forum focused on inclusion in culture and arts education, as well as the implementation of children’s cultural rights. During the forum, the international panel of researchers and practitioners shared their perspectives and formed a consensus on the central role of rich and diverse children’s culture and arts, as well as culture education for building a well-functioning and democratic society. The scholars and practitioners stressed that the child is an active agent in their own life and an active contributor and creator of culture. Furthermore, the panel of participants identified that the key challenge in implementing children’s cultural rights is to ensure and secure meaningful participation and engagement for all children. The following recommendations target the six critical issues in this task:

1. Securing every child’s right to participation
2. Advancing multi-professional co-operation and partnerships
3. Understanding diversity and the advancement of wellbeing
4. Encouraging critical thinking and self-expression
5. Building and supporting sustainable communities
6. Arts education and cultural education founded on current research

You wil find the Tampere Paper attached.