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 ○ 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.

   Law Nr. 245/2008; State educational program; annually Educational and organizational instructions for schools and school facilities; internal rules and guidelines, etc.

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:
   Innovative State educational programs since 2013
   ○ (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.)

On the Ministry of education, science, research and technology of the Slovak Republic within the regional education division has been established a new department of special and inclusive education. An establishment of the Office of Plenipotentiary for support to the least developed counties (April 2016), which closely cooperates the Ministry of Education, Science, Research and Sport of the Slovak Republic with. A new addition to this area has been the establishment of the Committee for the rights of lesbians, gays, bisexuals, transgender and intersexual people. The Committee was established in October of 2012, with the aim of helping the government with policies and reacting to international agreements, which often concern education as well.

- (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:

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

- [2] (a) Arts
- [1] (b) Civics, civil or citizenship education
- [1] (c) Ethics/moral studies
- [2] (c) Geography
- [2] (d) Health and Physical Education and Sports
- [2] (e) History
- [2] (f) Languages
- [1] (g) Religious education
- [ ] (h) Science
- [ ] (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)*

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

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)

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.):

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%

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.)

The schools as a legal entity have ensuring the feedback from students themselves.

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

Textbooks, methodical guidelines, publications, etc.

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.)

It has been adopted the new textbook policy with the new criteria since 2008. One of the criteria is the issue of human rights. If the criteria are not met, textbook cannot get any approval or recommendation clause of the Ministry of Education, Science, Research and Sport of the Slovak Republic.

○ (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:

Provided by law no. 317/2009 on the teaching staff and specialists and on amendments to certain laws as amended by par. 5 Rights and obligations of the teaching staff in the performance of educational activities and professional staff in the performance of professional activities beyond the basic rights and obligations established by special regulations, international treaties and conventions, which Slovakia is bound, has the right, inter alia, to:
Selecting and implementing of teaching and training methods, forms and means to create the conditions for learning and self-development of children, pupils or students and to develop of their competencies.

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.)
International Mobility, Exchange Programmes

- (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:

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:

In the beginning of 2016, there has been an accreditation for a learning programme of prevention towards homophobia and transphobia issued. The learning programme is targeted towards the persons interested in facilitating further education in the field of human rights, tolerance and antidiscrimination with specification for the LGBTI area. This programme is available in further education and its participants are adults.
The principles and topics are reflected also in the educational programmes for the universities of the third age, aimed at senior citizens. They are also newly implemented by the Coordination-Methodical Centre for Elimination of Gender Based Violence. Mentioned centre offers education aimed towards the police, social workers, medical workers and other professions that need to have further knowledge in this field. The learning programmes about this topic are also available to other educational institutions for adults, on demand.

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.

More detail information on the implementation are mentioned in the report on the implementation of the Convention against Discrimination in Education for the years 2012 – 2015 (Please find attached)

Thank you for your kind collaboration!