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.

   The following measures have been taken by the government:
   - National Education Policy 2010
   - Draft Education Act
   - Non Formal Education Act
   - SDG 4 implementation plan
   - Inclusive education framework
   - Framework for Disaster Risk Reduction (DRR) & Education in emergency
   - Textbooks for ethnic minority and the brail book
   - Addressing autism in education/Special needs children
   - National Skills Development Policy 2011
   - National ICT Policy 2015

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:

   In 2012 new curriculum was introduced. The new curriculum includes guidelines in line with some of the principles of 1974 Recommendation. Such as, emphasis on climate change and environmental sustainability, addressing the needs of the children with disabilities, emphasising physical education, moral education and life skills.
   Introducing textbooks for ethnic minority people in their mother tongue to preserve the cultural diversity

   ○ (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:

N/A

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.)

✓ (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:

N/A

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
- [✓] (c) Geography
- [✓] (d) Health and Physical Education and Sports
- [✓] (e) History
- [✓] (f) Languages
- [✓] (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)

Civics, Religious and moral education, Geography, Bangladesh and Global Studies, Physical and Health Education, Work and life oriented education, Arts & Crafts

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.)

Through continuous assessment (CA) some of the topics are included in the school level assessment. However, in the public exams these topics are yet to be assessed due to the lack of assessment tools, appropriate methodologies and expertise.

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

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.)

Climate change and environmental sustainability addressed in the topic Geography, Bangladesh and Global Studies
Physical wellbeing-Physical and Health Education
Moral education- Religious Education (Islam, Hindu, Buddist, Christ)
Life skills- Work and life oriented education, Arts & Crafts

(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:

The pedagogical approach in general is still teacher centered. However, there are several ongoing initiatives both in primary and secondary level to move away from this approach to a learner centered approach.

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.)

✓ (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:

Primary schools are required to prepare School Level Improvement Plan (SLIP). Students are represented in the committee which prepare the plan.

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:

Community awareness and social mobilization programme on education

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.

In the context of increasing global phenomena like violent extremism, gender violence, climate change, frequent natural disaster and so on the government of Bangladesh considers it significant to make the next generation aware regarding the issues through formal, non-formal and informal education. So, following the guiding principles of 1974 Recommendation such as building a global education perspective, cultural diversity, interdependence, communication, rights and responsibilities, international solidarity and cooperation and problem solving, Bangladesh government has incorporated different topics in the textbooks, developed teaching learning materials and taken steps to implement these at the institutional level through practical activities.

In order to collect necessary information and data regarding the overall implementation of the 1974 Recommendation in Bangladesh for completing the online questionnaire and preparing a national report, Bangladesh National Commission for UNESCO (BNCU) has organized a consultation meeting and workshop involving the relevant GOs, NGOs, development partners and civil society organizations as encouraged by UNESCO.

While answering the questionnaire, the stakeholders were engaged in detail discussion regarding the legislative, institutional and pedagogical application of 1974 Recommendation in all levels of education considering the principles and sub-themes of the guidelines. It has been identified that the government has strong legislative obligation for ensuring equity and human rights in education. Even the National Education Policy 2010 also reinforces the issues. The new curriculum has addressed many of the issues like respecting diversity, enhancing religious tolerance, emphasis on climate change and environmental sustainability, addressing the needs of the children with disabilities, emphasising physical education, moral education and life skills.

However, to incorporate the principles of 1974 recommendation in the pedagogical approach and assessment system, further initiatives are needed.

Thank you for your kind collaboration!