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 x 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 x 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.

Irish society has incorporated many of the 1974 Recommendation, promoting gender equality, legislation to eradicate discrimination on grounds of ethnicity, sexual orientation, etc. (The Equal Status Act of 2000 is a central pillar in this reform agenda). In specific educational legislation, the Education Act of 1998 has helped transform the transparency and partnerships in education, recognising the rights and obligations of school leaders and managers, parents and students and aligning education with the values of modern Ireland. Relevant curriculum development specifically:

While the Primary School Curriculum (ISCED 1) doesn't have a principle regarding citizenship, it is based on 'a vision of education which involves enabling the child to develop as a social being through living and co-operating with others and so contribute to the good of society'. In discussing key issues in education, the Curriculum acknowledges the importance of a balanced and informed awareness of the diversity of peoples and environments in the world. Such an awareness helps children to understand the world and contributes to their personal and social development as citizens of a global community.

Developments at post-primary level include the introduction of Civic, Social and Political Education as a mandatory subject at ISCED 2 in late 1990s, Revisions at ISCED 2 to incorporate civic education within 'wellbeing' (2015), introduction of a new subject at ISCED 3, Politics and Society (Phase 1, 2016). These will be dealt with in more detail below.

The Department of Education and Skills has also cooperated with other government departments to promote and reinvigorate reform. For example, there is an overarching *Public Service Reform Plan 2014 to 2016.* We support the Department of Children and Youth Affairs' *Better Outcomes Brighter Futures – the National Policy Framework for Children & Young People 2014-2010* and have been significantly influenced by the Department of Health's *Healthy Ireland: A framework for Improved Health and Wellbeing 2013 to 2015.* All of these initiatives, and more, have resonance with the 1974 Recommendation.

A fundamental tenet of the Irish higher education sector is the principle of academic freedom which is shared by all institutions.

The sector fully subscribes to the principles outlined in the UNESCO recommendation in terms of ensuring that all individuals or groups are treated equally and that there should be no discrimination "based on sex, race, colour, ethnic or social origin, religion or belief, political or any other opinion, membership of a national minority, disability, age or sexual orientation".

The sector in its teaching and research offer provides a range of courses and research opportunities that expand our knowledge in the areas of human rights and fundamental freedoms. Such courses can be found in the areas of, inter alia, human rights, politics, law, environmental science, agriculture, medicine, sociology, education, communications, police studies and other related areas.

The Irish Centre for Human Rights is located at the National University of Ireland Galway. It is one of the world's premier university-based institutions for the study and promotion of human rights and humanitarian law. Since its establishment in 2000, the Centre has developed a global reputation for excellence in the field of human rights teaching, research and advocacy.

Endorsing the principle that all citizens have a fundamental right to access higher education, the National Office for Equity of Access to Higher Education (from 2014 the National Access Policy Office) was established in the Higher Education Authority in 2003 to facilitate educational access and opportunity for groups who are under-represented in higher education. The overall goal of access policy in higher education is that the student population in our higher educational institutions will reflect the diversity of Ireland's population at large.

Under the Erasmus+ programme, all participating Irish higher education institutions agree to subscribe to "respect in full the principles of non-discrimination set out in the Programme and ensure equal access and opportunities to mobile participants from all backgrounds.

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:

Curriculum reforms in recent years have included revisions at ISCED 2 to incorporate civic education within 'wellbeing' (2015), based on the belief that civic participation is a key part of a student's wellbeing, just as social and health education are. 2016 also saw the introduction of a new subject at ISCED 3, Politics and Society. This gives a prominence and importance to civic, environmental and sociological education, and helps to link ISCED 3 to third level education opportunities much more strongly than before. The Department of Education and Skills has also introduced a National Strategy on Education for Sustainable Development (ESD) in Ireland, 2014-2020 (2014), anti-bullying procedures for schools (2013), and strongly supports Children First (2011) our national child protection strategy.

Important progress has been made between 2010 and 2016 in pre-school and early years education (ISCED 0/1), including the provision of education-focused inspections from 2015. All children can now avail of two free years of state-funded childcare, with implementation of an educational and developmental programme called Aistear. This is premised on the understanding that all children from birth are citizens with rights and responsibilities. *Aistear* emphasises the importance of children having opportunities to participate in making decisions about matters which affect them. This principle is foundational in the National Children's Strategy (2000).

The Department also sees an important link between the promotion of human rights, tolerance, equality of opportunity and other aims of the 1974 Recommendation, and the

pursuit of literacy and numeracy and other key skills. To that effect, we feel that our National Literacy and Numeracy Strategy (2011), and its Review (2015-6) which is due to be published shortly, along with our Digital Strategy for Schools (2014) are important steps in the battle against inequality and inequity.

(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

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
(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

x Other principles/topics. Please specify below:

A new specification (syllabus) in Ethics is currently being developed, for use at ISCED 2. Moral and ethical decision making has been and continues to be part of many aspects of school life and curriculum. A strong emphasis on students' taking responsibility for their own learning and being active citizens has been developed in Irish schools, often with the support of NGOs, student bodies and formal elements of the education system. Some of the above principles and topics are also taught in cross-curricular fashion, and some are delivered through subjects like History, Geography and Religious Education. These subjects are currently being revised at ISCED 2, under the new Framework for Junior Cycle, but there is no question of a dilution on the core principles of the 1974 Recommendation.

At ISCED 1, Social, Environmental and Scientific Education (SESE) encompasses History, Geography and Science. SESE seeks to generate an appreciation of cultural and historical

inheritance and cultivates an atmosphere of equality and opportunity where gender, cultural diversity, minorities and special needs are respected and valued. Prejudice and discrimination are challenged while respect and mutual understanding are promoted. The curriculum for Geography in SESE stresses that the subject 'fosters not only their sense of local identity but their sense of being members of national, European and global communities. It encourages them to appreciate the interdependence of individuals, groups, and communities, and it promotes an understanding of and a respect for the cultures and ways of life of peoples throughout the world. It fosters, too, an informed sense of individual and community responsibility for environmental care.'

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.)

A Taskforce on Active Citizenship report (2007) was an important stimulus to recent work relevant to the UNESCO 1974 Recommendation. More specifically, the Department of Education and Skills has engaged with our National Council for Curriculum and Assessment (NCCA) and education stakeholders in curricular projects. It supports the work of agencies such as the City of Dublin Curriculum Development Unit, the Professional Development Service for Teachers and the Teaching Council – all of these have respective roles in developing resources, training and recognising the qualifications of teachers.

The work includes a focus on children's rights and human rights, teaching post-conflict and controversial issues. A number of initiatives have identified improving North-South understanding on our own island as a priority, under Education for Reconciliation and various 'Peace' programmes. The Department has also taken a lead role in developing the national ESD strategy, the Digital Strategy for Schools and the Review of the National Literacy and Numeracy Strategy. We also participate in international projects and surveys which promote the aims of the 1974 Recommendation e.g. 2011 ICCS report, ET2020 working group, Council of Europe work on preventing extremism, membership of the International Holocaust Remembrance Alliance.

The year 2016 has been the centenary of a very important year in Irish history. It has seen a vast range of commemorative events and activities, but the year has also had a very substantial focus on reflection and reimagining. By this, we mean using the springboard of historical understanding to encourage new thinking in our society – e.g. promote North-South understanding, social justice, equal rights, embracing the new multicultural Ireland and so on. At the time that the 1974 Recommendation was drawn up, these ideas were little more than aspirations. Today, they have a very concrete basis in Ireland and the 2016 commemorative programme has done a huge amount to reinforce the vision.

All of this educational and commemorative work has a significant equality/human rights agenda, and has been done in partnership with a wide range of service providers and through open, public consultations. Many of our tertiary institutions offer courses in sociology, human rights, development education etc. and have a lot of on-campus groups and societies engaged in social work and reform, including support to developing countries.

(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

○ 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)*

○ [ ] (a) Arts
x [1] (b) Civics, civil or citizenship education
○ [ ] (c) Ethics/moral studies
x [4] (d) Geography
x [7] (e) Health and Physical Education and Sports
x [3] (f) History
○ [ ] (g) Languages
x [5] (h) Religious education
x [6] (i) Science

x 2 (j) Social studies

8 (k) Other. Please specify below:

Through cross and co-curricular delivery. At ISCED 1, a lot of work is done at a cross-curricular level, and even at ISCED 0 ('early years'), there is good provision for pupils' engagement with rights and basic citizenship issues through the Aistear Framework (see above).

At ISCED 2 and 3, school culture also fosters students' councils, student participation in decision making and a range of active citizenship possibilities. Our Transition Year for instance, the first year of ISCED 3 for most students, often sees a strong focus on community service, development education and social innovation.

9. Please indicate the school levels at which these principles and/or topics are taught. *(please tick all that apply)*

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

A number of courses relevant to the 1974 UNESCO Recommendation are provided in adult and further education, but at the discretion of individual providers rather than as a State provision. The State now offers two free years of pre-school provision for all children, and has increased its expectations in this sector in terms of teacher qualifications, delivery of literacy and numeracy and the Aistear Framework (see reference above). This enhances the importance of children speaking and listening to each other, accepting difference and embracing diverse cultures.

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)
x (d) As a separate subject. Please indicate the subjects below (e.g. civics education)

CSPE, SPHE, Politics and Society (this subject is in limited availability until 2018, after which date it will be available to all schools as an ISCED level 3 subject)

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 x4 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 x4 ○ 5 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
x (d) Post-secondary/ Tertiary
○ (e) Other. Please specify below (e.g. adult education, TVET, etc.):

Teacher training at both primary and secondary levels focuses on content e.g. Social, Personal and Health Education but also on methodologies which promote rights, teamwork, taking individual responsibility for one's own learning and behaviour, counteracting bullying, understanding and encouraging diversity and tolerance.

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%
x (c) 41 - 60% *See note under Number 29 below
○ (d) 61 - 80%
○ (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)*

○ (a) Knowledge
x (b) Skills and competencies

( ) (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.)

Ireland does not have formal student assessments at ISCED 1, apart from school-based testing in literacy and numeracy for national or international reporting.

At ISCED 2, the subject CSPE is mandatory and is examined for formal State certification at a common level, for all students. Although Ireland is reforming its ISCED 2 'Framework' at present, this is actually increasing the emphasis on skills, competencies, values and behaviours, as well as increasing the role of formative assessment as a means of promoting and deepening student learning. Ireland has just introduced the subject Politics and Society at ISCED 3, and the first students in this subject will sit a formal State examination in 2018.

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 x5 Adequately
(b) Human rights and fundamental freedoms	Not at all	( )	1	( )	2	( )	3	( )	4 x5 Adequately
(c) Cultural diversity and tolerance	Not at all	( )	1	( )	2	( )	3 x4	( )	5 Adequately
(d) Human survival and well being	Not at all	( )	1	( )	2	( )	3	( )	4 x5 Adequately
(e) Other. Please specify below: Resources include those developed by the CDU, NCCA and PDST (mentioned above) as well as those provided by NGOs and various national initiatives which focus on human rights etc.	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.)

Note: the Department of Education and Skills does not produce or revise textbooks in Ireland. These are produced by commercial companies, but are guided by the Departments specifications and syllabi.

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:

Our main progress in these areas has come through the revised curriculum at ISCED 1 (since 1999), the Framework for Junior Cycle (2015) and its accompanying focus on student-centred learning, group work, innovation, etc.
We also have a formal Arts in Education charter (2013) with another government department, which has helped to foster a range of initiatives in this field.
In 2016, our revised Primary Languages curriculum aims at making language learning more cohesive in the early years of ISCED 1, which should, in time, foster greater linguistic and intercultural understanding.
Our review of the National Literacy and Numeracy Strategy, due for publication later in 2016, will reinforce the message about education tackling social inequality and supporting learners from newcomer or disadvantaged backgrounds.

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)
x(c) Linking schools/classrooms with those in another country through internet/social media
○ (d) Collaborative projects
x(e) Community work/ participation in community/local activities/events
○ (f) Other. Please specify blow:

Due to a number of operational difficulties, the European Studies Programme which had fostered a number of the practices above at ISCED 2 and 3, has been discontinued.
However, our post-primary schools continue to encourage student exchanges, links with schools abroad (supporting language learning and greater understanding). A major roll out of Broadband across the country is currently under way and will augment such opportunities further in even small rural schools.
Implementation of the Erasmus+ Programme in the field of education in Ireland facilitates and supports school staff and students to develop a global education perspective and experience cultural diversity through eTwinning, project partnerships, exchanges and work placements involving schools/institutions from other Programme Countries.

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
x(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
x (b) Student council or similar bodies
x (c) Student clubs
(d) None
(e) Other. Please specify below:

While we have not ticked 'School governance/decision making' above, it is true that more and more students are involving students in decisions that directly affect them – uniforms, subject choice, policies such as anti-bullying and health education. At Tertiary level, the involvement of students in school governance, up to board of management level, is quite possible.

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:

We have ticked most of the areas above, but there is no data that can be drawn upon to give statistical evidence of these. In most schools, the co-curricular and extra-curricular programmes contain aspects of the principles and topics mentioned earlier and the system uses a range of media to promote good practice and values (wellbeing, adult literacy, counteracting bullying and anti-social behaviour).

25. How would the current overall implementation of the principles 1974 Recommendation be rated?

Not yet implemented 1 2 3 x4 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 x4 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:

We feel Ireland is making substantial and consistent progress in promoting the 1974 Recommendation through education. This is despite a major economic recession since 2008. In recent times the emphasis has focused on curricular reform and on the modernisation of pedagogy to create an optimum learning environment for students, where speaking and listening to each other, appreciating different views and cultures and a deepening understanding of rights and responsibilities is standard.

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.

The answer to Question 14 above is very difficult to give at present. Almost all teachers at ISCED 1 have received such training in some or several aspects of the recommendation. The partial implementation of the 2015 Framework for Junior cycle, and some industrial relations difficulties, mean that such training has been less prominently availed of among teachers at ISCED 2/3. The statistic ticked on this question is very tentative for these reasons, and has little to substantiate it in hard data.

Thank you for your kind collaboration!