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.

EG:

Constitution of the Russian Federation

The article 43 from the Constitution of the Russian Federation: «1. Everyone has the right to education. 2. Open and free preschool, basic and secondary education in state or municipal educational institutions and enterprises is guaranteed. 3. Everyone has the right on a competitive basis, to get free higher education in a state or municipal educational institution or enterprise».

The Education Act 2013 - the federal law from 29.12.2012 N 273-FL «On Education in the Russian Federation» (*the apparent compliance to the principles of UNESCO is underlined*)

Article 3. Basic principles of state policy and legal regulation of relations in the field of education

1. State policy and legal regulation of relations in the field of education are based on the following principles:

.. 2) ensuring of the everyone's right to education, inadmissibility of discrimination in education;

3) humanistic nature of education, the priority of human life and health, rights and freedoms, free development of personality, upbringing of mutual respect, diligence, citizenship, patriotism, responsibility, legal culture, respect for nature and environment, harmonious exploitation;

4) the unity of educational space on the territory of the Russian Federation, protection and development of ethnic and cultural peculiarities and traditions of the peoples of the Russian Federation within the multi-ethnic state;

... 7) freedom to choose education according to the inclinations and needs of a man, creation of conditions for self-realization of each person, free development of his abilities, including the right to choose the form of getting education and

forms of educational programs, the institution engaged in educational activities, orientation of education within the limits provided by the education system, and also giving teaching staff the liberty in the choice of teaching forms, methods of training and education;

8) ensuring of the right to education for whole life in accordance with the needs of the individual, the adaptability of the education system to the level of training, development peculiarities, abilities and interests of the person;

... 10) democratic style of education management, ensuring of the rights of teachers, learners, parents (legal representatives) of minors to participate in the management of educational institutions;

Article 5. The right to education. The right to education state guarantees in the Russian Federation

1. In the Russian Federation everyone's right to education is guaranteed.

2. The right to education in the Russian Federation is guaranteed, regardless of gender, race, nationality, language, origin, property, social and official status, place of residence, attitude to religion, convictions, public associations membership or other circumstances.

3. The Russian Federation guarantees the access to free preschool, primary general, basic general and secondary education, secondary vocational education in accordance with the federal state educational standards, and also, on a competitive basis, guarantees free higher education, if the citizen receives the education for the first time.

...

5. In order to realize the right of everyone to education by the federal public authorities, public authorities of regions in the Russian Federation and local governments:

1) create the necessary conditions for fair quality education for persons with disabilities, for the correction of developmental disorders and social adaptation, lending early remedial assistance on the basis of special pedagogical approaches and the most suitable for these persons languages, methods and means of communication and conditions, mostly promoting education of a certain level and a certain direction, and social development of these persons, including the organization of inclusive education of persons with disabilities;

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:

EG:

Decree of the President of the Russian Federation from 01.06.2012 N 761 "On the National Action Strategy for Children for 2012-2017". the National Action Strategy for Children for 2012 - 2017 years is adopted and implemented; the text of it tells in particular:

"National Strategy is developed for the period till 2017 and aims to achieve the existing international standards in the field of children's rights, the unified approach of state authorities of the Russian Federation, of local authorities, civil society and citizens institutions in the definition of the goals, objectives, activities and priority measures to address the most pressing problems of childhood. The National Strategy was developed taking into account the Council of Europe Strategy on the protection of children's rights in the 2012-2015 years. It includes the following main objectives: the contribution to the emergence of child-friendly services and systems; the elimination of all forms of violence against children; guaranteeing the rights of children in situations where children are particularly vulnerable. Participation of relevant international treaties in the field of security and protection of children's rights and the improvement of the Russian legislation in accordance with the generally recognized principles and norms of international law in the implementation of the statements of the Council of Europe Strategy will harmonize Russian efforts to protect the rights and interests of children with the world community activities. Also this will promote positive experience of European countries on the whole territory of the Russian Federation, innovative Russian experience on the world arena and protecting the rights and interests of Russian children anywhere in the world".

- (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

- [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:

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.)

EG:

1.The chief directorate for counteraction against extremism of the Ministry of Internal Affairs (CDCAE MIA of Russia) is created in accordance with the Decree of the President of the Russian Federation on the establishment of services for counteraction against extremism in MIA system of Russia from September 6, 2008 № 1316. It received the new name as provided by the Decree of the President of the Russian Federation **from March 1, 2011 N 248 and by the Order of the Minister of Internal Affairs of the Russian Federation from March 4, 2011**. The chief directorate for counteraction against extremism of the Ministry of Internal Affairs of the Russian Federation is an independent unit of police within the central apparat of the Ministry of Internal Affairs of the Russian Federation. Within its competence, it performs the functions of the Ministry for the development and implementation of the state policy and normative legal regulation, for enforcement powers in the field of counteraction against extremism and terrorism. The chief directorate is the main operational unit of the Ministry in the field of counteraction against extremism and terrorism.

2.**June 24, 2016** the Federal Scientific and Methodological Centre in the field of psychology and pedagogy of tolerance was given the status

of the experimental area of the Federal Institute of Education Development. The press service of the FJC reported, that Tolerance Center, operating under the Federation of Jewish Communities in Russia (FJC) at the Jewish Museum, in cooperation with UNESCO will launch an educational project dedicated to the socio-cultural adaptation of migrants in Europe. This decision was made following the first joint conference of the Federal Tolerance Center and UNESCO "Migration for sustainable development: social transformation, media discourses and education". The symposium was held at UNESCO headquarters in Paris with the participation of Deputy General Director of the Frank La Rue organization, of ex-Permanent Representative of Russia in UNESCO Eleonora Mitrofanova, President of Federation of Jewish Communities in Russia and the general director of the Jewish Museum and Tolerance Center Alexandr Boroda, as well as leading experts in the field of social sciences and humanities from 30 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

- **(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

- [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)*

- [x] **(a) Arts**
- [x] **(b) Civics, civil or citizenship education**
- [x] **(c) Ethics/moral studies**
- [x] **(c) Geography**
- [x] **(d) Health and Physical Education and Sports**
- [x] **(e) History**
- [x] **(f) Languages**
- [ ] (g) Religious education
- [ ] (h) Science
- [ ] (i) Social studies
- [x] **(j) Other. Please specify below:**

Ecology
Health and safety
The world around
Fundamentals of spiritual and moral culture of the peoples of Russia.
Fundamentals of religious cultures and ethics.
Social Studies.
Law: The fundamentals of Legal Culture

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

- [x] **(a) Pre-primary**
- [x] **(b) Primary**
- [x] **(c) Secondary**

☒ **(d) Post-secondary/ Tertiary**

☒ **(e) Other. Please specify below (e.g. adult education, TVET, etc.):**

Educational organizations of additional education

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)**

Ecology
Health and safety
The world around
Fundamentals of spiritual and moral culture of the peoples of Russia.
Fundamentals of religious cultures and ethics.
Social Studies.
Law: The fundamentals of Legal Culture
The subject "Social Studies" (specialties "Social and scientific subjects" at secondary school and "Social Sciences" at high school).

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**

- [x] **(c) Secondary**
- [x] **(d) Post-secondary/ Tertiary**
- [x] **(e) Other. Please specify below (e.g. adult education, TVET, etc.):**

Educational organizations of additional education

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%
- [x] **(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**
- [ ] (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)*

- [x] **(a) Knowledge**
- [x] **(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.)

Values and behavior are considered as training results, which are not subject to examinations and assessment. In the Russian Federation education is seen as creating the conditions for self-determination, including value for the free development of personality.

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.)

Since 2012, new federal state general education standards are adopted and implemented.
The Ministry of Education and Science of the Russian Federation annually approves a federal list of textbooks recommended for use of state-accredited educational programs of primary general, basic general and secondary education, approved by the Ministry of Education and Science of the Russian Federation from March 31, 2014 N 253 "As revised and amended from January, 26 2016".

○ (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:

Sociocultural
Subject (the child as a subject of education)
Humanistic
Individual
Age

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:

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)*

- [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.

Information on relevant federal documents implemented in the Russian Federation, which ensure the realization of the principles adopted at the 199th session of the Executive Board of recommendations on education for international understanding, cooperation and peace and education for Human Rights and Fundamental Freedoms respect (1974):

- **Strategy of education in the Russian Federation development for the period until 2025 (Order of the Russian Federation from May 29, 2015 N 996-r, Moscow);**
- **Federal target program of education development for 2016 – 2020 years. (Decree of the RF Government from 23.05.2015 N 497)**
- **The National Action Strategy for Children for 2012 – 2017 years (Decree of the President of the RF from 01.06.2012 N 761)**
- **State program of patriotic education of Russian citizens for 2016 – 2020 years. (Approved by Decree of the Russian Federation from December 30, 2015 N 1493)**
- **Concept of additional education development (Decree of the Russian Federation from September 4, 2014 N 1726-r, Moscow)**
- **and others.**

Thank you for your kind collaboration!