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.

The principles of the 1974 Recommendation are implemented in The law on the fundamentals of the education system (2009), Strategy of Development of Education and Action Plan 2013-2020. All newly adopted documents in education have a part that relates to this issue. For example, a new Law on textbooks from 2015, in Article 11 explicitly states that any form of discrimination is prohibited and that textbooks should ensure implementation of the principle of equal opportunities.

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:

Inclusion education is one of principles in The law on the fundamentals of education system (2013). We adopted Rule book of inclusion education, introduced into the system of pedagogical assistents, Rule book against discrimination in education etc.
In the framework of the IPA 2011 there was project imlemented „Support Human Capital Development and Research", and National Curriculum Framework in which all principles of Recommendation installed. Currently this document is considered by the National Education Council, and the Institute for Quality of Education has given a positive opinion.
The Project made the outcomes of all subjects for primary and secondary school and many of them are related to attitudes, values, skills in these areas. At the end of the project are particularly add outcomes that relate to sustainable development..
Also, within the IPA 2011 conducted the audit of student achievement for the end of compulsory education, where at all three levels of achievement insists on the values of 1974 Recommendation.

   ○ (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

C (b) Justice and fairness

C (c) Ethics/ morals / values

Cultural diversity and tolerance

X (a) International understanding, solidarity and cooperation
(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?

(a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)

In The Ministry of Education, science and technological development was formed:

- *Unit for protection against violence,*
- *Unit for social inclusion,*
- *Unit for minorities and human rights,*
- *and the Multisectors working group for recognized safety and sustainable development.*

Also, in The Institute for Advancement of Education there were Working group for which was working on the preparation of the subject outcomes, and the working group that worked on the revision of the standards of achievement for the end of compulsory education.

(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**
- ☐ (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)*

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.):

Adult education, TVET

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)
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)

11. Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

Not at all ○ 1 ○ 2 X 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 X 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)*

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.):

Adult education, TVET

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%
- ○ (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
- ○ (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
- X (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.)

Focus on knowledge and less on skills, attitudes and values.

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 X ○ 4 ○ 5

(b) Human rights and fundamental freedoms	Not at all ○ 1 ○ 2 ○ 3 X ○ 4 ○ 5 Adequately
(c) Cultural diversity and tolerance	Not at all ○ 1 ○ 2 X 3 ○ 4 ○ 5 Adequately
(d) Human survival and well being	Not at all ○ 1 ○ 2 X 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?

X a) Yes. Please specify (e.g. to include which principles and topics in which subject, level of education, etc.)

In the period since 2010 - 2015 textbooks and other resources for primary and secondary schools were examined using the Quality Standard Textbook, which one regards to the ethical and educational demands. Indicators to this standards are:

- *The textbook contributes to the development and keeping of national and cultural identity, supporting tolerance towards other ethnic and religious communities, and it has no discriminatory content and offensive names.*
- *The textbook asserts the principles of democracy and human rights, respect for gender equality and suitable for the mode used nouns of both genders.*
- *The textbook contributes to the formation of positive attitudes towards work, knowledge, social solidarity, building positive relationships.*

○ (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

○ (b) Innovative and creative

X (c) Participatory and interactive

X (d) Whole school

○ (e) Research and experimentation

X (f) Education through arts and sports

○ (g) Child friendly schools

○ (h) Other. Please specify below:

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

○ (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:

22. Has there been an increase in the number of these programmes and practices, implemented in the last five years?

X a) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross-curriculum themes/projects, etc.)

Linking schools/classrooms with those in another country through internet/social media.

○ (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
X (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)*

X (a) Non-formal education
X (b) Informal education
X (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 X ○ 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 3X ○ 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)*

- ○ X (a) No political/policy priority
- ○ X (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.