United Nations
Educational, Scientific and
Cultural Organization

21/06/2016

Ref.: CL/4166

Subject: **The Sixth Consultation on the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)**

Dear Minister,

As you are no doubt aware, every four years UNESCO monitors the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974 Recommendation), adopted by the Organization's General Conference at its 18th session in 1974. We are now launching the Sixth Consultation on the implementation of this Recommendation, which will result in a report covering the period 2012-2015 that is to be submitted to the 202nd session of the Executive Board and subsequently, to the 39th session of the General Conference in 2017.

As the principles of the 1974 Recommendation are closely aligned to Target 4.7 of the Sustainable Development Goal on education, the monitoring of the implementation of the 1974 Recommendation also is a highly relevant opportunity to follow-up and review the progress towards the achievement of the Target, with a focus on education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, as well as on culture's contribution to sustainable development.

In order to facilitate the reporting on the 1974 Recommendation, the Executive Board approved, at its 199th session, the attached guidelines containing a questionnaire, which will be made available online for Member States to complete. Only one questionnaire per country should be submitted, and it will represent the official country report. I invite you kindly to compile your answers in a participatory manner, in coordination with relevant national stakeholders including NGOs working in these areas and your National Commission for UNESCO, with as much information as there is available.

The Permanent Delegation to UNESCO of your country will forward to you a communication with a link to the questionnaire, as well as instructions on how to fill in your answers through an online platform. Your country's report should be submitted online **no later than on 30 September 2016**.

In the event that an online submission of your answers is not possible, a hard copy of your completed questionnaire should reach Mr Qian Tang, Assistant Director-General for Education at UNESCO Headquarters, by post at: 7, Place de Fontenoy, 75352 Paris 07 SP France, or by e-mail at: gced@unesco.org. The deadline for the receipt of submissions by e-mail is the same as the one stated above.

For any questions related to this matter, I invite you to contact the Division for Inclusion, Peace and Sustainable Development, in the Section of Education for Sustainable Development and Global Citizenship of the Education Sector at: gced@unesco.org.

Yours sincerely,

Irina Bokova
Director-General

Enclosure: Guidelines including questionnaire (as adopted in 199 EX/14 Part III, Annex)

cc: National Commissions for UNESCO
Permanent Delegations to UNESCO
UNESCO field offices
United Nations Office of the High Commissioner for Human Rights

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.

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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.

- 2009 Ley Nº 18.561 Ley de acoso sexual. Prevención y sanción en el ámbito laboral y en las relaciones docente alumno.
- (2012) Ley 19149- Creación de la Secretaria de Derechos Humanos de Presidencia de la República.
- (2012) Ley 18987- Interrupción voluntaria del embarazo
- (2013) Ley Nº 19.122 Afrodescendientes. Normas para favorecer su participación en las áreas educativa y laboral.
- (2015) Ley Nº 19353- Creación del Sistema Nacional de Cuidados (infancia, situaciones de dependencia y adultos mayores).
- (2013) Ley 19075- Ley de Matrimonio Igualitario
- 2015-2019 Implementación en el presupuesto quinquenal de la ANEP de una política de Género como línea transversal para la promoción de los derechos humanos en el sistema educativo.
- La Comisión Nacional de Educación en DDHH creada en 2009, según lo dispuesto en el Artículo 110 de la Ley General de Educación (2008) que ha venido elaborando un Plan Nacional de Educación en DDHH. Las Bases para un PNEDH fueron aprobadas en 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:

   ANEP dispone de la Dirección de DDHH desde 2007 y de la Red de Genero desde 2009. En este momento el Consejo de Formación en Educación de ANEP esta re estructurando planes y programas. Se está poniendo énfasis a la Educación en DDHH: Existirá un Coordinador docente- referente de DDHH que articulará con las asignaturas generales de educación. Se creó en 2015 el Área de Educación DDHH y Sexualidad.

Ya existen desde el Plan de Estudios 2008 Seminarios obligatorios de 30hs de duración de: Educación en DDHH y Sexualidad

- ○ (b) No
- ○ (c) No information available

5. If yes, please indicate the principles and topics on which there has been increased emphasis in the last five years. *(please tick all that apply)*

Peace and non-violence

- ○ (a) Friendly relations among nations
- ○ (b) Preventing violent extremism
- ⊗ (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.)

Human rights and fundamental freedoms

- ⊗ (a) Equality, inclusion and non-discrimination
- ○ (b) Justice and fairness
- ○ (c) Ethics/ morals / values

Cultural diversity and tolerance

- (a) International understanding, solidarity and cooperation
- (b) Intercultural and interreligious dialogue
- (c) Global citizenship

Human survival and well being

- ⊗ (a) Climate change
- ⊗ (b) Environmental sustainability, caring for the planet
- ⊗ (c) Sustainable development, consumption, and livelihood
- Other principles/topics. Please specify below:

6. Has there been any specific taskforce, working group, office or other mechanism set up in the last five years within the government to facilitate the implementation of the above mentioned principles/topics within education?

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

   - Área de Educación en Derechos Humanos en la Dirección de Educación del Ministerio de Educación y Cultura (2014)
   - Área de DDHH y Sexualidad en el Consejo de Formación en Educación de ANEP (2015)
   - Consejo Nacional de Género (Ley de creación en 2007, comienza a funcionar en 2008) (coordinador de las políticas públicas de género en el Estado, se crean seis ejes de trabajo, uno de ellos, el Eje 2, se denomina "Por una educación y cultura libre de estereotipos de género", en el marco del cual se desarrollan acciones vinculadas a la formación de docentes y técnicos vinculados a la educación; campañas masivas de sensibilización sobre violencia basada en género; creación de material didáctico, etc).
   - En el Ministerio de Educación y Cultura se crea en la órbita de la Subsecretaría un equipo de Género (2015). Y en la órbita de la Dirección General, la Comisión contra el Acoso Sexual.

   - (b) No
   - (c) No information available

7. Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? *(please tick all that apply)*

   Peace and non-violence

- (a) Friendly relations among nations
- (b) Preventing violent extremism
- ⊗ (c) Preventing other forms of violence, including bullying, gender-based violence, school-related gender-based violence, etc.

Human rights and fundamental freedoms

- ⊗ (a) Equality, inclusion and non-discrimination
- (b) Justice and fairness
- (c) Ethics/ morals / values

Cultural diversity and tolerance

- ○ (a) International understanding, solidarity and cooperation
- ○ (b) Intercultural and interreligious dialogue
- ○ (c) Global citizenship

Human survival and well being

- ⊗ (a) Climate change
- ⊗ (b) Environmental sustainability, caring for the planet
- ⊗ (c) Sustainable development, consumption, and livelihood
- ○ Other principles/topics. Please specify below:

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

- ⊗ (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:

Programa de Educación Sexual en Primaria, Secundaria, Educación Técnica y Formación Docente, Biología, Química

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.):

Educación para adultos, TVET (Educación y Entrenamiento Técnico Vocacional); Formación Docente; Formación permanente de los Docentes.

10. Please indicate the implementation approaches applied to teach these principles and topics. (*please tick all that apply)*

⊗ (a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)
⊗ (b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)
⊗ (c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)
⊗ (d) As a separate subject. Please indicate the subjects below (e.g. civics education)

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

Not at all ○ 1 ⊗ 2 ○ 3 ○ 4 ○ 5 Fully

12. To what extent are the principles and topics mentioned earlier reflected in the curriculum of pre-service teacher training?

Not at all ○ 1 ○ 2 ⊗ 3 ○ 4 ○ 5 Fully

13. Teachers for which level of education received training that reflects the principles and topics mentioned earlier? *(please tick all that apply)*

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

14. Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

○ (a) 0 - 20%
○ (b) 21 - 40%
○ (c) 41 - 60%

- ○ (d) 61 - 80%
- ⊗ (e) 81 - 100%

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

- ○ (a) Yes
- ⊗ (b) No
- ○ (c) No information available

If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination. *(please tick all that apply)*

- ○ (a) Knowledge
- ○ (b) Skills and competencies
- ○ (c) Values and attitudes
- ○ (d) Behaviours
- ○ (e) None
- ○ (f) No information available

16. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier? *(please tick all that apply)*

- ○ (a) Knowledge
- ○ (b) Skills and competencies
- ○ (c) Values and attitudes
- ○ (d) Behaviours
- ○ (e) None
- ⊗ (f) No information available

17. If the principles and topics mentioned earlier are not included in student assessments/ examinations, please indicate the main reasons (e.g. not a priority, lack of funds/expertise, etc.)

Se le da poca prioridad. Falta de recursos económicos.

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.)

○ (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:

No hay información disponible

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:

Existen en vías de implementación los Consejos de Participación (Por la Ley de Educación aprobada en el año 2008), Cada centro tendría representación de docentes, familias y estudiantes. Existe el Programa de Participación en Educación Media, programa de Convivencia Escolar que busca un lugar mas protagónico de los estudiantes.

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:

Existen los siguientes programas y líneas de trabajo a través de los cuales se abordan los principios de la Recomendación 1974 a través de:

- Programa Nacional de Educación y Trabajo - Centros de Capacitación de Producción (CECAP) (Dirección Nacional de Educación, MEC). Es un programa de

Educación No formal que trabaja con jóvenes de entre 15 a 20 años que no estudian en el sistema educativo formal, no trabajan y se encuentran en situación de vulnerabilidad social. Y entre sus objetivos generales se encuentran: contribuir a brindar educación integral a adolescentes y jóvenes, y favorecer la inclusión social y la participación ciudadana desde una postura crítico reflexiva.

- Programa Aprender Siempre (PAS) (Dirección Nacional de Educación, MEC). Es un programa de Educación No Formal que promueve el acceso a propuestas educativas durante todas las etapas de la vida en diferentes contextos ambientales y culturales, con un fuerte enclave territorial. Las propuestas permiten contemplar diversos intereses y problemáticas nacidas de variedad de espacios socio-culturales que integran a diversos grupos de la población.
La tarea se despliega en base a dos líneas de trabajo generales: actividades educativas en contextos de encierro y actividades educativas en espacios surgidos en comunidad. Las propuestas se instalan en todo el territorio nacional y están dirigidas a personas a partir de los 14 años, intentando llegar a todos los ciudadanos sin importar condición económica, de género, legal, de raza, de credo, con el objetivo de promover la educación a lo largo de toda la vida.

- Ajedrez para la convivencia (Dirección Nacional de Educación, MEC). Este programa tiene como objetivo la creación de una red de trabajo cooperativo entre todos los organismos del Estado y las instituciones de la sociedad civil que desarrollan actividades de ajedrez con un fin social y educativo. A través de Ajedrez para la Convivencia se promueve que este juego/arte/ciencia se manifieste de manera activa en los ámbitos educativos y en las políticas de desarrollo humano y comunitario. El ajedrez es un bien cultural que contribuye a desarrollar una serie de habilidades intelectuales y valores éticos, por lo que se considera un elemento muy importante en la formación de niños y jóvenes. Estimula un pensamiento profundo y elaborado, la creación de estrategias, la valoración de la perspectiva del otro, la evaluación posterior de las acciones realizadas, la formulación de teorías y el respeto a la pluralidad de opiniones, entre otros.

- Cultura Científica (Dirección Nacional de Educación, MEC). Programa que tiene entre sus objetivos: profundizar un acercamiento entre ciencia y sociedad para forjar un espíritu crítico y reflexivo en torno al conocimiento, su uso y su incidencia en áreas productivas, sociales y educativas; y contribuir a la formación de todas las personas, mediante su participación en actividades de investigación científica y tecnológica.

- Plantar es cultura (Dirección Nacional de Educación, MEC). Programa que promueve el fortalecimiento de experiencias de agricultura urbana y peri-urbana comunitaria. Apuesta tanto a fortalecer las experiencias de huertas comunitarias existentes como a generar nuevas, promoviendo la integración social, la generación de hábitos de trabajo, el disfrute, una mejora en la calidad de vida de las personas y un vínculo más responsable con la alimentación saludable.

- Módulos socioeducativos(Dirección Nacional de Educación, MEC). Este programa involucra liceos de Educación Secundaria en todo el país y actividades de Ajedrez, Candombe, Huertas, Hip Hop, Periodismo, Cine y Talleres para docentes de elaboración de proyectos. Apunta a lograr una importante expansión de la oferta socioeducativa del MEC en el territorio, de apoyo a la Enseñanza Media, y en particular, al Ciclo Básico.

- El tema de género se ha trabajado como cuestión transversal en los Programas CECAP, PAS y Primera Infancia (centros de educación inicial).

- Desde la Dirección de Educación, MEC, en coordinación con ANEP, INMUJERES y Plan Ceibal se realizaron los cursos virtuales sobre Noviazgos Libres de Violencia:

Estrategias para la práctica educativa (2016) y se comenzaron las inscripciones para el Curso Educación y Diversidad Sexual (a iniciarse en febrero 2017).

- La dirección de Centros MEC consiste en una red de espacios del Ministerio de Educación y Cultura -desarrollados en sociedad con gobiernos locales, departamentales y Antel, entre otros-, los cuales funcionan como espacios de construcción de ciudadanía y puntos de encuentro entre los vecinos de cada localidad, las intendencias, los municipios, distintas organizaciones sociales y los trabajadores del ministerio.

La red está organizada buscando la mayor posibilidad de despliegue en el territorio departamental con el objetivo de contribuir a la integración social. Para ello los centros funcionan como lugares de encuentro, animación, intercambio y generación de propuestas a partir de las demandas locales.

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

Not yet implemented ⊗1 ○ 2 ○ 3 ○ 4 ○ 5 Fully implemented

26. Compared to five years ago, how would the current status of the implementation of the 1974 Recommendation be rated?

Not improved ○ 1 ⊗ 2 ○ 3 ○ 4 ○ 5 Improved

27. If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles? *(please tick all that apply)*

- ○ (a) No political/policy priority
- ○ (b) Lack of education/curriculum/pedagogical initiatives
- ⊗ (c) Insufficient resources (financial, technical, human)
- ⊗ (d) Competing demands
- ○ (e) Other and/or additional comments on your choice:

28. If progress has been made, what have been the enabling factors? *(please tick all that apply)*

- ○ (a) Political/policy priority
- ○ (b) Education/curriculum/pedagogical initiatives implemented
- ○ (c) Increased demand (by parents, the community, policymakers, etc.)
- ○ (d) Availability of resources (financial, technical, human)
- ○ (e) Other and/or additional comments on your choice:

29. Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.

En la pregunta 14, cabe agregar que los y las docentes que fueron formados en estos principios y tópicos durante su formación en servicio y desarrollo docente profesional, lo han hecho a través de los Seminarios de DDHH y Educación Sexual.

Thank you for your kind collaboration!