بسم الله الرحمن الرحيم

Republic of Iraq
Ministry of Education
Iraqi National commission for
Education , Culture and Science
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جمهورية العراق
وزارة التربية
اللجنة الوطنية العراقية
للتربية والثقافة والعلوم
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الى/ الممثلية الدائمة لجمهورية العراق لدى اليونسكو –باريس

م/التوصية الخاصة بالتعليم من اجل التفاهم الدولي

تحية طيبة..

اشارة الى كتابكم ٧١٥ في ٢٠١٦/١١/٢٣ نرافق لكم الاستمارات الخاصة بالتحضير لتقارير الدول الاعضاء في تنفيذ التوصيات الخاصة بالتعليم من اجل التفاهم الدولي بعد ملئها.

للتفضل بالاطلاع واتخاذ اللازم واعلامنا..مع التقدير

حسنين فاضل معلة
الامين العام للجنة الوطنية
العراقية للتربية والثقافة والعلوم
٢٠١٦/ ١٢/

نسخة منه الى:
- مكتب الوزير/المتابعة..مع التقدير
- مديرية المنظمات الدولية والعربية/اليونسكو/شعبة الاتصالات..مع التقدير

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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.

Education goals at completely developing individual's personality, enhancing human respect and his basic right of freedom and developing understanding, tolerance and freedom among all world peoples.

Ministry of education hardly seeks for taking all adequate arrangements and mechanism to apply the 1974 - instructions at both legal and institutional levels so that everyone can have his right through verifying the educational aims and philosophy as well as the national strategies of the ministry of education and higher education with general framework of the curriculum and organizing training courses to prepare teacher / headmaster who can guide his students to be able to face the world changes and widening their scopes and to expand their perceptions and prospects not only by acquiring information but also through training on personal skills and through the school curriculum.

Accordingly, the awareness of these rights will lead in promoting international understanding and not to use power, violence, to occupy other nations and to accept solving conflict in peaceful ways.

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:

1. Educational philosophy for our Ministry emphasized on re-composing the educational curriculum by a new educational vision to fit principles which are against all forms of violence , respect others , family cohesion ,peaceful coexistence among people components and respect and apply democracy principles.

2. Start implementing a project to improve the educational reality from a gender perspective and equality between men and women in policies and educational books in collaboration with UNICEF (development fund for women)

3. Adoption of modern scientific and educational methods into the curriculum by building a partnership with international organizations to get training and scientific and educational experiences as the student is the centre of the educational process.

4. through the National Strategy for Education and Higher Education (2012-2022).

5. Establishment a department at the ministry specializes to disseminate and promote the culture of human rights.

6. through general framework for educational curriculum (2012). This work has been completed in cooperation in the context of the development of good Iraqi curriculum project Initiated by Office (UNESCO Iraq).

7. Implementation of several projects with international organizations, such as UNICEF.

a. Project of psychological and social support.

b. Project of life skills and civil values for the pupils.

(The student's booklet, teacher's guide).

c. Project implementing the Positive education strategy.

Our Ministry is seeking to work on application of what has been said previously, in high level of achievement, investment what can be invested in our field of educational and invest opportunities that serve the educational process.

(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

1. The Department of Human Rights has a lot of activities and cooperation with a number of ministries and governmental institutions, including working with the higher Commission for Human Rights in Iraq, and the ministries of justice, foreign affairs, interior, and higher education in order to disseminate and promote the culture of human rights and the governmental reports.
2. Department of Cultural Exchange has a representative of our ministry and for all ministries within the joint committees.

(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:

These principles included in all curricula, and each according to its importance

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

(a) Pre-primary

(b) Primary

(c) Secondary

(d) Post-secondary/ Tertiary

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

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

(a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)

(b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)

(c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)

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

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.)

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

Not at all 1 2 3 4 5

(b) Human rights and fundamental freedoms — Adequately

(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.)
  [for all academic]
- (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:
  [ ]

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.)
Curricula development Project, a child-friendly schools project, positive education project.

(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:
Human rights committees in SChad

24. Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the school system. *(please tick all that apply)*

(a) Non-formal education

(b) Informal education

(c) Adult education

(d) Media-based education

(e) No information available

(f) Additional information:

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

Not yet implemented 1 2 3 4 5 Fully implemented

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

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

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

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

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

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

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.

Rehabilitat and form pupils' personality and student's personality including those with special needs on the psychological and social Levels for the period after Daesh.

Thank you for your kind collaboration!