**REVISED RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS**

**('1974 RECOMMENDATION')**

United Nations
Educational, Scientific
and Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

联合国教育、
科学及文化组织

منظمة الأمم المتحدة
للتربية والعلم والثقافة

**SUMMARY**

**Draft Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development**

The General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), meeting in Paris from (…),

*Mindful* of the responsibility incumbent on States to ensure the right to education and achieve through education the aims set forth in the Charter of the United Nations, the Constitution of UNESCO, the Universal Declaration of Human Rights and all other relevant international human rights instruments, including the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the International Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child and the Geneva Conventions for the Protection of War Victims of 12 August 1949,

*Acknowledging* States' responsibility to safeguard, fulfil and implement every individual's right to inclusive, safe and equitable education of good quality,

*Recognizing* that peace is not only the absence of conflict, but also requires a positive, inclusive, participatory process in which dialogue and solidarity are encouraged, internal and international conflicts are solved in a spirit of mutual understanding and cooperation, sustainable development is achieved and the human rights of all are upheld,

*Reaffirming* the fundamental link between the achievement of peace, human rights, sustainable development and the promotion of global citizenship education,

*Acknowledging* States' primary responsibility to promote and ensure human rights education,

*Recognizing* the importance of the United Nations 2030 Agenda for Sustainable Development which commits States "to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources" and the 2015 Paris Agreement that calls on countries to "enhance climate change education, training",

*Bearing in mind* UNESCO's Constitutional call for moral and intellectual solidarity,

*Considering* the responsibility incumbent on UNESCO to encourage and support Member States in any activity designed to ensure education for the advancement of peace, human rights, sustainable development and global citizenship,

*Reaffirming* that education is a lifelong process designed to empower and foster knowledge and skills for the enjoyment and exercise of human rights in daily life, to reinforce values, beliefs and attitudes to uphold human rights, and to promote a universal culture of human rights and peace,

*Observing* that the free flow of information, freedom of expression and professional autonomy are central to the teaching and learning process as well as crucial in promoting human rights, understanding, tolerance and peace,

*Recognizing also* that States should create a safe and enabling environment for engaging all relevant stakeholders within society in human rights education, including educational institutions, civil society, the private sector, independent national human rights institutions and the free, independent and pluralistic media, and should also ensure the meaningful and effective participation of children[1], young people and adults,

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[1]    To implicitly include girls and boys.

*Reaffirming* that education shall respect cultural diversity as an intrinsic feature of societies and be directed to promoting understanding, pluralism, respect for diversity and friendly relations and solidarity among all nations and groups, and to furthering multilateralism as enshrined in the principles of the United Nations for the maintenance of peace, the safeguarding of human rights and the advancement of sustainable development,

*Noting* that despite significant progress achieved, countless people have been denied a life of dignity and opportunity, and have access only to education of poor quality,

*Conscious of* the urgency of taking accelerated action to bridge the gap that separates proclaimed ideals and legal and political commitments from reality on the ground,

*Persuaded* that to shape peaceful, just, equal, equitable, inclusive, healthy and sustainable societies, education itself must be transformed and expanded for the benefit of all,

*Building on* the existing body of international standard-setting instruments - adopted at UNESCO and elsewhere - and of other intergovernmental initiatives set out in the appendix with provisions relating to problems of particular concern to peace, human rights and sustainable development,

*Having decided* at its forty-first session that the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms needed to be revised in the light of the significant normative and political commitments that have been made since 1974, which are critical to prevent and address persisting and emerging national and global challenges to peace, human rights and sustainable development,

1.  *Adopts* this ……day of November ……., the present Recommendation on Education for Global Citizenship, Peace, Human Rights and Sustainable Development, which supersedes the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms;

2.  *Recommends* that Member States apply the provisions of this Recommendation by taking appropriate steps, including whatever legislative or other measures may be required, in conformity with the constitutional practice and governing structures of each State, to give effect within their jurisdictions to the principles of the Recommendation;

3.  *Also recommends* that Member States bring the Recommendation to the attention of the authorities and bodies responsible for formal, non-formal and informal education from early childhood to higher education, including technical and vocational education and training (TVET), as well as all key stakeholders carrying out educational work among children, young people and adults, such as student and youth organizations, associations, teachers' unions and other interested parties;

4.  *Further recommends* that Member States report to it, at such dates and in such manner as shall be determined, on the action taken in pursuance of this Recommendation.

## I.    AIMS

1.    The ultimate aim of this Recommendation is to inspire and empower people of all ages with the knowledge, skills, values and attitudes needed for the full development of human potential and for effective participation in decision-making processes and actions that advance peace, human rights, sustainable development and global citizenship at individual, community, national and global levels.

2.    Noting this, the Recommendation aims to guide States in their national efforts to ensure that education throughout life safeguards human rights and fosters peaceful, just, equal, equitable, inclusive, healthy and sustainable societies for all.

3.    This Recommendation should also help mobilize, guide and support the actions of non-governmental actors working in the field of education and society at large for the same purposes.

4.    Specifically, education should aim to be transformative, seeking to prepare, motivate and empower learners to take informed decisions and actions to promote peace, human rights, sustainable development and global citizenship and to foster skills and competencies such as:

(a)    *Analytical, critical thinking and understanding:* The ability to critically analyse and understand complex and multicultural environments and systems, power dynamics and the interconnections between countries and populations and between local, national, regional and global levels;

(b)    *Anticipatory skills:* As agents of change, the capacity to evaluate and understand emerging and future opportunities and threats and to adapt to new possibilities with a view to promoting a peaceful, just, equal, equitable, inclusive, healthy and sustainable future for all;

(c)    *Intercultural awareness and respect for diversity and pluralism:* The ability to understand and respect the dignity of all persons and cultures and the needs, perspectives and actions of others, including through valorizing diverse knowledge systems;

(d)    *Sense of connectedness and belonging to a common and diverse humanity:* Understanding that all humanity shares a common planet and appreciating the values and responsibilities that go along with that heritage, while embracing and respecting the differences as well as the commonalities between all people;

(e)    *Empowerment, resilience and agency:* The ability to act and respond effectively and responsibly to challenges at local, national, regional and global levels to build a more peaceful, just, equal, equitable, inclusive, healthy and sustainable world;

(f)    *Self-awareness:* The ability to reflect on one's own values, perceptions and actions, as well as one's role in the local, national, regional and global community, to motivate one's own actions;

(g)    *Collaborative skills:* The facility to engage in collaborative interactions and participatory problem-solving;

(h)    *Adaptive and creative skills:* The capacity to adapt, engage and thrive in a fast-evolving environment and in diverse and shifting contexts;

(i)    *Peaceful conflict resolution and transformation:* The ability to deal with conflicts in a peaceful and constructive way and end cycles of violence and hostility;

(j)    *Media and information literacy and digital skills:* Being empowered to effectively search, critically evaluate, ethically produce and responsibly disseminate information and knowledge and respond to disinformation and misinformation, violence, harmful content and online abuse and exploitation, including through digital skills, which can help to ensure universal and diversified access to information, materials and resources; and

(k)    *Communication skills:* The capacity to critically access and use information, to listen with empathy and communicate effectively within and beyond one's group.

5.    Education that fosters these skills should emphasize that war and all forms of violence are unacceptable. Education should bring every person to understand and assume their responsibilities for the maintenance and fostering of peace and the promotion and observance of human rights and sustainable development.

6.    Education should contribute to international understanding and to the strengthening of human rights and world peace, and to activities in the fight against all actions and ideologies inciting hatred, all forms of discrimination and violence, and against racism and all forms of intolerance. Cultural diversity is inseparable from respect for human dignity, which implies a commitment to human rights and fundamental freedoms that can neither be infringed upon nor limited in scope, in line with a human rights-based approach guaranteed by international law.

## II.    SCOPE

7.    This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:

   (a)    For all people of all ages;

   (b)    Delivered in all spaces;

   (c)    In all settings, including formal, non-formal and informal;

   (d)    Using different modalities (e.g. in person, distance and blended ); and

   (e)    At all levels, from early childhood care and education, higher education, including technical and vocational education and training (TVET) and adult education.

## III.    DEFINITIONS

8.    For the purposes of this Recommendation:

   (a)    "Education" implies a lifelong process that takes place in all parts of society, in various forms and settings, and using different means, through which individuals and social groups learn to develop consciously within and for the benefit of the local, national, regional and global communities, the whole of their personal capacities, talents and abilities, attitudes, and knowledge. This process is not limited to any specific level  of education, activity or practice.

   (b)    "Human rights" and "fundamental freedoms", as recognized by international human rights instruments, derive from the inherent dignity of the human person and are universal, inalienable and interrelated.

   (c)    "Human rights-based approach" is a conceptual framework for the process of sustainable development that is normatively based on international human rights standards and principles and operationally directed at promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress and often result in groups of people being left behind.

   (d)    "Global Citizenship" refers to a sense of belonging to a broader human community, sharing a destiny on this planet, which is in addition to other senses of belonging. . It emphasizes political, economic, social and cultural interdependence and interconnectedness between the local, the national, regional and the global, and implies a common global responsibility to build a more just, equal, sustainable and peaceful world;

   (e)    "Culture of peace" is a set of values, attitudes, traditions and modes of behaviour and ways of life based on the full respect for and promotion of all human rights and fundamental freedoms;

   (f)    "International understanding", "cooperation" and "peace" are to be considered as an

indivisible whole based on the principle of friendly relations between peoples, on cooperation with a wide range of stakeholders, on an understanding that States have different social and political systems, and on respect for human rights and fundamental freedoms;

(g) "Sustainable development" is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This vision of development is shaped by an understanding that the Earth's systems are interconnected, and that the economic, social, cultural and environmental features of our world are linked. It promotes a world where human rights are universally respected, and where human beings care for and respect other living beings and the integrity of the planet. Sustainable development also requires fostering a sense of global citizenship, by which all people develop a sense of belonging to a single human family sharing a common destiny on Earth;

(h) "Human rights education" comprises all educational, learning, training, information and awareness-raising activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms, by providing persons with knowledge, skills and understanding, and developing their attitudes and behaviours, to empower them to contribute to the promotion of a universal culture of peace, human rights, sustainable development and global citizenship;

(i) "Transformative education" involves co-created teaching and learning that recognizes and valorizes the diversity of learners in educational settings, eliminates all barriers to their learning and motivates and empowers them to take informed decisions and actions at the individual, community, national and global levels that support the building of peaceful, just, inclusive, equal, equitable, healthy and sustainable societies; global citizenship education and education for sustainable development are transformative approaches to education.

## IV. GUIDING PRINCIPLES

9. Education that aims to be transformative must be guided by the following principles:

(a) Recognize that quality education is a common public good and should be accessible to everyone;

(b) Commit to guaranteeing the right of all people to contextually relevant, inclusive equitable and quality education, which promotes human rights and fosters peaceful just, equal, equitable, inclusive, healthy and sustainable societies for all;

(c) Ensure equality of opportunity and non-discrimination, as prescribed by international human rights law, since this is fundamental for the protection and implementation of the right to education and for the promotion of peace, human rights, sustainable development and global citizenship for all;

(d) Recognize that national, ethnic, linguistic and religious minorities and indigenous peoples have the right to quality education that is respectful of their identity and encourages knowledge of their history, traditions, language and culture, without discrimination of any kind, irrespective of the learner's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;

(e) Commit to education and learning as a continuous, lifelong, life-encompassing, humanistic and transformative process that recognizes the fullness of being human;

(f)     Enable an international dimension and global perspective in education;

(g)     Promote the rights and responsibilities that individuals, groups and countries have to each other, to other living beings and to the planet, and foster understanding, cooperation and solidarity to help build friendly relationships between States and people across borders;

(h)     Raise awareness of the increasing global interdependence of individuals, societies and countries and cultivate global citizenship;

(i)     Recognize that, since humans are part of the Earth's ecosystems, social, economic, cultural and environmental dimensions are closely interrelated, and, therefore, that peace and development should be oriented towards the benefit of all within planetary boundaries;

(j)     Recognize, appreciate and promote the awareness among all education policy-makers, educational leaders and educators that learners actively create and co-create knowledge;

(k)     Safeguard freedom of expression and access to information while addressing incitement to hatred, discrimination or violence;

(l)     Recognize the value of diverse literacies and languages, cherish diversity, and nurture intercultural understanding, effective communication and dialogue between and among people, societies and countries through various means and approaches;

(m)     Encourage, empower and support the willingness of individuals to participate in solving problems at community, national, regional and global levels and use technology ethically and responsibly in support of this effort; and

(n)     Are infused by the principles of the Universal Declaration of Human Rights and the international agreements and conventions related to peace, human rights and sustainable development that inform this Recommendation.

## V.     ACTION AREAS

### V.1.  System-wide requirements

**Laws, policies and strategies**

10.     Member States and all key stakeholders should proactively support educational authorities and educators in mainstreaming a human rights-based approach to education, in accordance with this Recommendation and its principles and action areas through a whole-institution and whole-of-society approach. To do so, Member States should:

(a)     Adopt all necessary measures and ensure that educational activities supporting the principles and goals of this Recommendation are granted special attention and resources to their maximum availability, notably but not only in emergency, post-conflict and sensitive contexts where clear inequalities exist in access to and enjoyment of quality education;

(b)     With due regard for the complexity of current challenges, create science-based and evidence-informed laws, policies, plans and strategies, developed in a participatory manner, which harness the full potential of interdisciplinary and intersectoral approaches to ensure a well-aligned whole-of-government approach in the implementation of this Recommendation;

(c)     Create policy mechanisms to support flexible and context-relevant pathways of learning (in both formal and non-formal learning) that allow for the continuous acquisition of moral values, knowledge, skills, attitudes, competencies and behaviours needed to engage in the world throughout life as responsible global citizens. Such mechanisms can be strengthened through the adoption, recognition, validation and accreditation of qualifications and prior formal or non-formal learning across borders; and

(d)     Ensure that laws, policies, plans and strategies aim to correct gender-based and intersectional biases and promote gender equality in and through the education system. through an inclusive and equitable approach that ensures all learners, without discrimination, have equal rights and opportunities in education and are empowered to shape more peaceful and just societies.

## Governance, accountability and partnerships

11.     Member States should ensure good governance in society and in education, in light of its centrality in safeguarding human rights, achieving lasting peace, social justice, sustainable development, and ensuring quality education for all. Good governance is required at all levels of the education system and should involve all stakeholders and  actively work against issues such as incitement to hatred, discrimination and violence, corruption, the shrinking of civic spaces, impunity and challenges to the rule of law. Practices to bolster accountability and transparency should be put in place, such as open school data, educator and education management codes of practice, multichannel communication and other social accountability measures including regular monitoring and reflective reviews.

12.     In line with international human rights obligations and commitments and within their legal systems, Member States should provide financial, administrative and material resources to their maximum availability, including through international assistance and cooperation, and foster the supportive environment necessary to implement this Recommendation and its follow-up and review.

13.     Member States should enable educational authorities and educators to provide planned educational programmes in line with this Recommendation that are developed through open dialogue and in a spirit of reciprocity, with respect and consideration given to the views of all stakeholders. Such programmes should be informed by appropriate evidence, research and evaluation and designed to engage the participation of children and young people.

14.     Member States should engage in and encourage international cooperation, dialogue and exchange as a key dimension of transformative education supporting the building of peaceful, just, equal, equitable, inclusive, healthy and sustainable societies. This will require the  elaboration of relevant curricula and the dissemination of effective practices at various levels, taking account of national contexts and needs.

15.     Member States should build capacities and sustainable education partnerships with other Member States, international and non-governmental organizations, national independent human rights institutions, community organizations, existing communities of practice and civil society actors in ways that meaningfully advance peace, human rights, sustainable development and citizenship. By doing so, the implementation of this Recommendation can be an exercise in international understanding and cooperation. Member States can, for example, organize or assist appropriate authorities and non-governmental organizations in holding international meetings and other efforts to support the exchange of good practices in and experiences of transformative approaches to education. They should also ensure that the experiences of educational institutions that have carried out successful programmes in transformative education are studied and disseminated

16.     While individuals and bodies are free to establish and direct educational institutions, Member States must ensure these institutions conform to minimum standards as laid down or approved by the State.

17.    Recognizing the role of Member States as duty bearers, civil society, communities, citizens and citizen groups including education unions, youth organizations and agencies, as well as children, families and parents, should engage cooperatively in the process of governance, policy-making, and monitoring, evaluation and reporting with due respect for each other's roles and mutual accountability.

18.    Member States should support the provision of information and education to families and communities, parents and caregivers that can help to ensure the health and well-being, positive development and quality education of children and families.

**Curriculum and pedagogy**

19.    Member States should endeavour to ensure that educational activities directed towards the aims of this Recommendation are coordinated and form a coherent whole within curricula for different levels and types of education, knowledge, learning and training. This can include the integration of education for peace, human rights, sustainable development and global citizenship.

20.    Member States should commit to providing contextualized and self-determined curricula that connect with the concerns and issues that learners confront in their everyday lives, as well as with diverse knowledge systems, in order to empower learners to respond to these issues collectively, collaboratively, positively and effectively, through inclusive and equitable learning that does not compromise individuality and contributes towards an anti-racist culture in education systems, including in curriculum development.

21.    Human rights and citizenship education, training and learning activities should be provided to all learners, educators and education personnel to promote universal respect for human rights and fundamental freedoms, and contribute to the prevention of human rights violations and abuses, promote a universal culture of human rights, as well as enable every person to participate democratically in the cultural and social life of their educational institutions and their community and in public affairs.

22.    A transformative approach should be embedded in curricula and across all areas of study and at all levels. In particular but not exclusively, the teaching of the arts, history, geography, sciences, technology and languages is important to advance peace, human rights, sustainable development and global citizenship. Holistic, multidisciplinary, interdisciplinary and transdisciplinary approaches are also needed to explore, from multiple perspectives, the relationships between these study areas and their relevance to diverse contexts. These areas of study should cover all domains of learning: the cognitive, social and emotional as well as action oriented.

23.    The practice of sports and learning through sports should instil in learners of all ages the values of respect, equity and inclusion and develop cognitive, social and emotional and behavioural skills conducive to collaboration and mutual understanding.

24.    The teaching and learning of history should help to build a critical understanding of the complex relationships between past, present and future and of the legacies of violence and exclusion. This requires maintaining historical accuracy, promoting multi-perspectivity, developing critical thinking about the past and exploring the multiple factors and events that, over time, can either contribute towards violence and tensions, or foster solidarities, between and within countries. The teaching and learning of history should also involve the study of successful peace-building endeavours, experiences of solidarity and peaceful alternatives to violent forms of conflict resolution.

25.    The teaching of science, technology, engineering and maths can transcend frontiers and build bridges between communities and knowledge systems. All learners should be equipped with the critical and creative capacities to engage with the learning of science and scientific methods in order to seek solutions to contemporary challenges in the interests of advancing peace, human rights, sustainable development and global citizenship.

26.    To enhance mutual understanding, solidarity and social cohesion, Member States should valorize, respect and enhance the diversity of knowledge systems, ways of expression, transmission and safeguarding of intangible cultural heritage and the diversity of cultural expressions, including through the recognition of linguistic diversity and multilingual education and the promotion of diverse perspectives and respect for the rights of minorities and marginalized or disadvantaged groups. Members States should also support non-formal means of expressing and transmitting culture through specific education and training programmes within communities that link life and learning through focusing on natural and cultural heritage, memory and cultural expression and innovation, including arts education.

**Assessment and evaluation**

27.    Assessment of and for learning should be prioritized in order to strengthen collaboration, cooperation and mutual understanding, identify barriers to learning, enhance learners' abilities to succeed and develop the reflective capacity of individuals and communities. Educators and Education policy-makers should ensure that assessment and evaluation do not harm learners by, for example, fostering unhealthy competition between students, instilling a sense of failure, labelling learners, or condoning discrimination or social exclusion. Special attention should be paid to assessment and evaluation conditions for learners with disabilities and/or disadvantages, and to the particular requirements of online learning.

28.    Performance assessment both in formal and non-formal learning settings should be reliable, credible, transparent, valid, trustworthy, objective and culturally inclusive and responsive. It should cover the cognitive domains of learning, including systemic and interdisciplinary knowledge, as well as social and emotional and action learning, values and attitudes, and the capacity to evaluate and apply knowledge in ways that strengthen peace, human rights, sustainable development and global citizenship. In non-formal settings, assessment should focus on making learning and learning processes visible and support learners' continuous development.

**Learning and teaching materials and resources**

29.    To meet the needs expressed in this Recommendation, Member States should ensure learners and teachers have access to teaching and learning materials in different formats prepared in the language or languages of learners and the country. They should ensure these materials are developed as open educational resources under an appropriate open licence to facilitate the sharing of knowledge for the public good.

30.    Member States should invest in and facilitate the renewal, production, dissemination and exchange of up-to-date, high-quality devices, materials and resources, which can support transformative approaches to education in all contexts, promote interactive and experiential learning, and account for new digital opportunities and risks based on scientific evidence. Providing these tools will not only enable learners to engage with digital learning, but also help learners to acquire the knowledge and skills and develop the values they need to actively engage in the world from a variety of sources outside of formal schooling, such as, for example, the digital sphere, magazines, books, libraries, museums, social clubs and associations.

31.    In developing teaching and learning materials and resources, a global perspective should be applied, nurturing respect for cultural diversity and universal values, underlining the shared destiny of humanity in the face of major global challenges and emphasizing that the search for solutions requires international solidarity and cooperation. The development of such resources could benefit from the involvement of artists, to encourage learning with and through the arts.

32.    All materials and resources should be adapted to learners' educational level, developmental needs and local context. They should be gender-transformative and free from harmful stereotypes, discriminatory and hateful bias, and elements that incite intolerance, hostility, discrimination or violence towards any individuals, groups or peoples. Materials and resources should also actively

aim to challenge and eradicate underlying prejudices and deep-rooted stereotypes and contribute to overcoming their consequences, including eventual traumas.

33.     Member States should consider establishing or helping to establish physical and/or digital resource centres offering materials that support the aims of this Recommendation throughout education and lifelong learning.

**Learning environments**

34.     Learning spaces and environments, encompassing both face-to-face instruction and online learning platforms, contribute significantly to relevant quality education, and should be created and maintained to promote the full development of human potential and a culture of peace, human rights, and sustainability.

35.     Member States should support access to life-wide and lifelong learning in a diversity of learning spaces and environments (including public spaces, workplaces, community institutions, scientific and cultural institutions and local contexts such as parks and streets, etc.) in order to expand access to and enrich the experience of transformative education. This should include affirming indigenous knowledge and heritage and increasing learners' exposure to diversity of knowledge, cultural practices, experiences and learning spaces, not all of which are formal or explicit. Local authorities and other social institutions should be actively involved in this effort to extend opportunities for meaningful learning.

36.     Member States need to take action to achieve this, including by:

(a)     Supporting educators and system-wide efforts to ensure schools and other education and learning environments and their facilities are accessible, enabling and safe. Learning spaces must be made and kept free from incitement to hatred, discrimination and violence, and harassment motivated by racism, all forms of discrimination, xenophobia or related intolerance, or cultural bias. Environments should be culture-, gender- and disability-sensitive and inclusive, and should embrace anti-discrimination and anti-racist practices, while promoting peace, tolerance, inclusivity, empathy, solidarity and care for the environment;

(b)     Supporting the full, equal and equitable participation of all children, young people and adults, giving special attention to persons with disabilities and persons belonging to indigenous peoples, minorities and vulnerable and marginalized groups in teaching and learning programmes, educational administration and policy-making and decision-making activities;

(c)     Promoting learning environments, including online, that recognize the value of intercultural education, including bilingual and multilingual education, represent a genuine balance of interests and recognize cultural identities and heritage in all forms, while avoiding cultural assimilation;

(d)     Promoting democratic learning environments that give space for the voices and contributions of learners, including children and young people in co-creating safe spaces that nurture healthy relationships and model principles of inclusion, equity, safety, well-being and sustainability (e.g. health-promoting and climate-ready schools and campuses) and proactively using these as transformative learning spaces; and

(e)     Harnessing the potential of technologies for inclusion by creating transformative and inclusive online learning environments, with adequate attention paid to digital empowerment and cyber safety, security and accessibility.

**Educator development**

37.    To enable inclusive, intercultural and transformative education, Member States should enable public institutions, academic bodies, associations, unions and communities to work together to develop, in line with human rights  standards, a code of ethical norms, values, and standards to which all education professionals must adhere.

38.    Member States should constantly improve the ways and means of valuing the role of educators in society, trusting, selecting, supporting, preparing and certifying educators and other educational personnel through actions such as:

(a)    Motivating educators to commit to human rights, cultural diversity, the fundamental interconnectedness of humanity and the aim of positively changing society, so that the principles underpinning a culture of democracy, peace, human rights, sustainability  and global citizenship are understood and applied in practice and are part of teaching standards and competency frameworks for teacher professional development;

(b)    Safeguarding freedom of expression and access to information, guaranteeing educators' academic freedom and respecting their autonomy and professionalism;

(c)    Providing opportunities for collaboration, professional learning and international exchange in pre- and in-service programmes so as to support the ongoing development of educators' interdisciplinary knowledge of world challenges, peace, human rights, sustainable development and global citizenship, as well as their critical digital competencies and media and information literacy skills, intercultural competencies, social and emotional skills and competencies, transformative and inclusive pedagogical expertise, and collaborative and empowering formative assessment skills;

(d)    Supporting opportunities for collaboration between educators, learners, authorities, local communities, parents and caregivers, heritage bearers and artists to co-design, implement and review intercultural and transformative education programmes, materials and resources, enabling all stakeholders to learn from others through teamwork, collaboration and interdisciplinary studies, including in and through international forums and exchanges. Processes should allow for education to be regularly adapted to changing life circumstances, including by using open educational resources;

(e)    Encouraging and facilitating international teacher development opportunities, online study and training courses through the award of scholarships, and promoting course recognition as part of the regular process of initial training, appointment, continuing professional development and promotion of educators; and

(f)    Providing continuous professional learning, updated information, resources and advice to those entrusted with leadership, management, supervisory, mentoring or advisory responsibilities, including inspectors, educational advisers, head teachers, training institutions, parents' associations, civil society organizations and individuals involved in education and training, so as to enable them to assist educators in achieving the aims of this Recommendation.

**V.2.  Specific requirements per level and type of education**

**Early childhood care and education**

39.    Member States should ensure that early childhood care, development and education programmes are considered an essential component of the right to education and a key stage in formal and non-formal educational planning and programming, in order to enhance the well-being of young children, give them a foundation for a successful and fulfilling life, improve their future learning outcomes and instil the attitudes, values and behaviours needed to achieve the aims of this

Recommendation.

40. This will require, among other things, investing in the high professionalization of early childhood educators and offer ongoing support through specific pre- and in-service training programmes, and support caregivers through parenting support policies and programmes. It also involves promoting inclusive and pro-environmental behaviours, safe and nurturing learning environments that meet children's educational and care needs and uphold their rights in ways that develop their full potential.

41. Early childhood care, development and education programmes should be culturally and linguistically appropriate; relevant in ways that nurture inclusive learning, literacies and conceptual development; empower children as rights holders and value each child's voice and uniqueness; recognize the pivotal role of play and of quality social interactions to freedom of choice and expression, confidence, self-esteem, agency and autonomy. ECCE should also foster safety and a sense of trust, empathy and belonging within communities in a multicultural world.

**School education**

42. Inclusive, equitable, quality and relevant primary and secondary education are central to addressing contemporary challenges and achieving the aims of this Recommendation. This means that learner retention needs as much attention as access in order to ensure that all learners leave school with the competencies required to lead active and productive lives as adults.

43. To guarantee education as a human right for all, Member States should make clear commitments and provide infrastructural and other forms of professional and technical support (e.g. textbooks, transport, good quality teaching and adequate facilities) to help learners in schools achieve learning outcomes and ensure continuity of learning in case of need, as well as bridging opportunities in circumstances of adversity so that learners are not left behind or excluded.

44. Inclusive, participatory, transformative, intercultural, research-based and age-appropriate learning approaches are needed to release the full potential of education for, peace, human rights, sustainable development and global citizenship, as well as of education for health and well-being, including comprehensive sexuality education, and media and information literacy and environmental and climate education. Within these approaches, learner-centred pedagogies should be leveraged to integrate the cognitive, social and emotional and action-orientated components of transformative learning.

**Higher education and research**

45. Higher education can promote and safeguard peace, human rights and sustainable development in a number of ways. It can equip learners with the values, attitudes, knowledge, skills and motivation to engage in society, foster critical thinking, encourage the use of scientific and technological knowledge in decision-making, create and circulate scientific knowledge in education and research, support open academic platforms, foster epistemic dialogue and integrate diverse ways of knowing, and build a stronger presence in society through proactive engagement and partnership with other societal actors to stimulate dialogue, bridge diverse communities, redress inequalities, build peace, promote sustainability and foster global citizenship.

46. Academic and intellectual freedom should be respected in teaching and research in higher education institutions (HEIs), and to do so, appropriate institutional mechanisms, structures and governance should be implemented and learners' and researchers' ethical participation should be secured. Higher education systems must put in place measures and policies to ensure equitable access and address linguistic and cultural barriers.

47. HEIs, and universities in particular, need strong ethical principles and values, so that learners receive an ethical grounding that leads them to strive for sustainability and inclusion in their activities as the workforce of the future. To achieve this, study programmes must include interdisciplinary and

transdisciplinary approaches, including critical thinking and holistic ways of knowing that employ inclusive approaches and champion respect for diverse cultures and knowledge systems, as well as pro-environmental behaviours. Learners need more opportunities to engage with learner-centred and participatory approaches and greater access to experiential and dialogic activities with different communities in society. HEIs should integrate media and information literacy in their curricula and promote more research in this area.

48.     HEIs should contribute to lifelong learning opportunities for all to build awareness and motivate learning among different sectors of society about peace, human rights, sustainable development and global citizenship.

49.     Member States and HEIs should foster quality assurance in education and research to ensure inclusive and equitable higher education design, operations, expectations and resource investments. Existing multilateral networks between HEIs should be strengthened by facilitating the mobility of students, researchers and educators, and by supporting programmes aimed at professional international cooperation.

50.     Research promotion and dissemination, co-creation and transfer of knowledge, and researchers' public engagement should contribute to lasting peace, human rights, sustainable development and global citizenship. Research should help find innovative solutions to global challenges and help bring positive change in individuals and systems. To this end, researchers and educators should ensure fairness and transparency in their research and give due consideration to research ethics.

51.     Multidisciplinary, interdisciplinary, transdisciplinary and participatory approaches as well as international cooperation are essential to address today's increasingly complex global challenges and encourage deep research-based learning. Open science policies and open access are essential to reflect the diversity of communities and practices to advance and support more inclusive and equitable research.

**Technical and vocational education and training (TVET)**

52.     TVET qualifications and programmes should be delivered without discrimination and through a human rights-based, gender-transformative approach. They should include technical, social and creative forms of work in the formal and informal economies that foster learners' competencies and agency to actively participate in social, economic and cultural transformations for greater peace, human rights, sustainable development and global citizenship for all. This can be achieved by promoting international solidarity and principles of inclusion, equality - including gender equality -, respect for cultural diversity, sustainable consumption and production, environmental consciousness and active citizenship.

**Non-formal and informal education and adult learning,**

53.     Adult learning and education is recognized as a key component within the right to education and lifelong learning. Its policies and practices apply to a wide range of ages, education levels, learning spaces and modalities, and it is a major contributor to a learning society, involving individuals, families, organizations, workplaces, neighbourhoods, cities and regions. It can constitute a powerful policy response to consolidate social cohesion, enhance socio-emotional learning, and agency for change, strengthen democracy, improve cultural understanding, eliminate all forms of discrimination, and promote living together in peaceful, active and global citizenship.

54.     Provision of and access to learning and education for adults, youth and out-of-school children is essential to the realization of all human rights and the achievement of sustainable development. Opportunities should be created for digital skills development, media and information literacy self-directed learning, as well as peer-engaged, interactive and intercultural learning, in accordance with the aims of this Recommendation.

55.    Such programmes should be designed to empower people to become agents of change and to lead decent lives in terms of health and well-being, culture, spirituality and economic participation, and in all other ways that contribute to personal development and dignity. Member States can achieve this by:

(a)    Providing for and using high-quality, independent and pluralistic means of communication and technology-enhanced learning to broaden participation in education and learning among adults, young people and out-of-school children, especially for but not limited to marginalized groups in emergency situations;

(b)    Providing for accredited adult and youth learning programmes that advance the aims of this Recommendation, while  recognizing prior learning and competencies;

(c)    Recognizing, valuing and investing in diverse non-formal learning events and activities organized by, with and for adults, young people and out-of-school children;

(d)    Promoting relevant, non-discriminatory and gender-responsive curricula and learning materials that strengthen citizenship education for adults, youth and out-of-school children, with the aim of developing learners' capacities to critically process and evaluate information, make informed decisions, develop agency, empathy and contribute positively to their local communities and public debate; and

(e)    Supporting communities and youth in promoting and safeguarding their intangible heritage for resilience and well-being.

## VI.    FOLLOW-UP AND REVIEW

56.    The purpose of follow-up and review is to understand and document how Member States ensure the progressive implementation of this Recommendation, to assess its implementation and outcomes, to provide suitable feedback mechanisms to improve its implementation and to support the development of appropriate laws, policies and strategies, to identify challenges, to share examples of effective practices and to strengthen peer learning and cooperation.

57.    Review processes should be participatory and inclusive and ensure the meaningful and effective participation of all stakeholders to improve learning processes and ensure they foster international understanding and a culture of peace, human rights, sustainable development and global citizenship. They should encourage national and cross-national collaboration, including through peer reviews. Actors to be involved, include national and local governments, municipalities, independent human rights institutions, civil society and non-governmental organizations, educators, parents and learners, education unions, researchers and academia, the private sector and other relevant stakeholders.

58.    Member States should, in line with international human rights obligations and commitments and according to their specific contexts, governing structures and laws, credibly and transparently follow-up and review policies, laws, programmes and practices related to this Recommendation, and should establish goals and targets for its implementation. To this end, Member States should:

(a)    Identify the institutions responsible for implementation, follow-up and review of this Recommendation at the national level;

(b)    Adopt a "whole community of practice" approach by establishing multi-stakeholder mechanisms;

(c)    Collect, analyse, disseminate and promote the use of data in a timely, reliable, participatory, culturally sensitive and valid manner and share effective and innovative practices; and

(d) Take appropriate measures to follow-up on the results of review processes.

59. To support Member States, UNESCO should:

(a) Contribute to strengthening research- and evidence-informed analysis of and reporting on laws and policies regarding this Recommendation;

(b) Collect and disseminate progress, innovations, research reports, scientific publications and data and statistics regarding the provisions of this Recommendation;

(c) Support development of appropriate means, tools and indicators to enhance the capacities of national data systems. Such tools and indicators need to be fit for purpose, reliable, valid, comparable and cost effective; and

(d) Provide targeted technical assistance for relevant respondents and focal points, including training and capacity-building support, and encourage the creation of national networks of stakeholders and practitioners to contribute to the follow-up and review processes.

60. Member States, National Commissions and UNESCO should create observatories at the national, regional or global level, including repositories of materials, resources and data concerning the implementation of this Recommendation, which all stakeholders can access and to which all stakeholders can contribute.

61. Other partners, practitioners and stakeholders should consider the following actions, taking into account their specific contexts and capacities:

(a) Participating in follow-up and review processes as part of a multi-stakeholder community of practice, contributing to national reporting exercises and, where feasible, producing other relevant reports and accessible materials presenting various perspectives;

(b) Seeking training opportunities to develop capacities to participate effectively in follow-up and review processes and to promote the aims and guiding principles embedded in this Recommendation; and

(c) Building partnerships between different types of stakeholders to complement each other's expertise and experience and ensure that opinions from multiple perspectives regarding the follow-up and review of this Recommendation are taken into account.

## VII. PROMOTION

62. Member States and all other stakeholders should respect, promote and protect the values, principles and standards related to this Recommendation and take all feasible steps to implement it.

63. Member States should strive to extend and complement their own action in respect of this Recommendation by cooperating with all relevant governmental and non-governmental organizations, including human rights institutions, whose activities fall within the aims and scope of this Recommendation.

64. UNESCO should publicize and disseminate this Recommendation widely through all available means, including appropriate technologies, and share it with competent national authorities, relevant international and regional partners, and human rights institutions for dissemination to all levels of education and the non-formal and informal sectors.

## Appendix

**UNESCO standard-setting instruments**

- Convention Against Discrimination in Education (1960)
- Recommendation Against Discrimination in Education (1960)
- Declaration of Principles of International Cultural Co-operation (1966)
- Declaration on Racial Prejudice (1978)
- Universal Declaration on Cultural Diversity (2001)
- Convention for the Safeguarding of the Intangible Cultural Heritage (2003)
- Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003)
- Convention on the Protection and promotion of the Diversity of Cultural Expressions (2005)
- Recommendation concerning Technical and Vocational Education and Training (TVET) (2015)
- Recommendation on Adult Learning and Education (2015)
- Recommendation concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form (2015)
- Recommendation on Science and Scientific Researchers (2017)
- Declaration of Ethical Principles in relation to Climate Change (2017)
- Recommendation on Open Educational Resources (OER) (2019)
- Recommendation on the Ethics of Artificial Intelligence (2021)
- Recommendation on Open Science (2021)

**Other instruments**

- Universal Declaration of Human Rights (1948)
- Convention on the Political Rights of Women (1953)
- Declaration on the Granting of Independence to Colonial Countries and People (1960)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural rights (1966)
- Declaration on the Elimination of Discrimination against Women (1967)
- Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974)
- International Convention on the Suppression and Punishment of the Crime of Apartheid (1976)
- Convention on the Elimination of All forms of Discrimination Against Women (1981)
- Declaration on the Participation of Women in Promoting International Peace and Co-operation (1983)
- Convention on the Rights of the Child (1989)
- Vienna Declaration and Programme of Action (1993)
- Fribourg Declaration on Cultural Rights (1993)
- Declaration on the Elimination of Violence Against Women (1993)
- Convention on Biological Diversity (1993)
- United Nations Framework Convention on Climate Change (1994)
- The Beijing Declaration and Platform for Action (1995)
- Declaration on a Culture of Peace (1999)
- Durban Declaration and Programme of Action - Following the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001)
- Convention on the Rights of Persons with Disabilities (2006)

- Declaration on the Rights of Indigenous Peoples (2007)
- Declaration on Human Rights Education and Training (2011)
- Paris Agreement (2015)
- Lisboa+21 Declaration on Youth Policies and Programmes (2020)

**Other intergovernmental initiatives**

- UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1994)
- Plan of Action for the United Nations Decade for Human Rights Education (1995)
- Plan of Action for the World Programme for Human Rights Education (2006)
- Inclusive education: the way of the future; conclusions and recommendations of the 48th session of the International Conference on Education (2008)
- United Nations World Programme of Action for Youth (2010)
- Transforming our world: the 2030 Agenda for Sustainable Development (2015)
- Incheon Declaration and Framework for Action 'Towards inclusive and equitable quality education and lifelong learning for all' (2015)
- Kazan Plan of Action 'A Foundation of the Global Framework for Leveraging Sport for Development and Peace', MINEPS VI (2017)
- Framework for Education for Sustainable Development: Towards achieving for the SDGs (ESD for 2030) (2019)
- Marrakech Framework of Action 'Harnessing the transformational power of Adult Learning and Education' (2022)