Road Map to Implement
UNESCO's 'Recommendation on Education for Peace,
Human Rights and Sustainable Development' in Asia-Pacific

Regional Policy Dialogue and Launch of the 'Recommendation on Peace, Human Rights and Sustainable Development'
Bangkok, Thailand, 5-7 June 2024

Purpose of the Asia-Pacific Road Map

We, the participants of the 'Regional Policy Dialogue and Launch of the Recommendation on education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development' (hereafter 'The Recommendation') in Asia-Pacific, held in Bangkok under the auspices of UNESCO, the Asia-Pacific Centre of Education for International Understanding (APCEIU) and additional partners from 5 to 7 June 2024, favourably receive The Recommendation as was adopted by all Member States at UNESCO's 42nd session of the General Conference, November 2023.

The purpose of this Road Map is to assist Member States in the Asia-Pacific region to contextualize the principles and priorities of The Recommendation and provide ideas for holistic approaches to implementation at country level. The Road Map acknowledges and builds on successful initiatives already occurring in the region. It was developed in consultation with individuals and organisations from education and related fields, and National Commissions from Member States in the region through review of existing documents and surveys.

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Reflecting The Recommendation, the Road Map focuses on actions that link distinct but interconnected components of education, namely human rights, digital technologies, climate change, gender equality, health, well-being and cultural diversity. These actions include reviewing, updating and renewing education-related laws, policies, governance, partnerships, and collaborations, as well as curricula, pedagogies, assessment frameworks, learning resources and environments, and the capacity development of teachers, education personnel and youth networks.

Within the framework of SDG 4, the Road Map is a lever to enable education to achieve all SDGs, for e.g. SDG 1 on no poverty, SDG 3 on health for all, SDG 13 on climate justice, SDG 16 on peace, justice and strong institutions, amongst others.

The Road Map acknowledges current challenges and opportunities in the region, beyond education, that may support or hinder enactment, and provides suggestions for policy and practice for each of the action areas. In alignment with The Recommendation, the Road Map acknowledges that implementation needs to occur in all societal settings and encompass formal education from early childhood through to tertiary, non-formal and informal education, to ensure learning is life-long and life-wide. The Road Map should be read in conjunction with The Recommendation's Explainer and Global Implementation Guide.

Countries are encouraged to establish accountability frameworks at national levels and ensure that action items in the Road Map are accompanied by a designation of responsible parties, deadlines, and performance indicators. We recommend the inclusion of youth representatives in the monitoring team to assess the country's Road Map implementation, to truly strengthen the mechanisms for accountability.

Asia-Pacific Context

The Asia-Pacific region is characterized by its rich social, political, economic, religious and cultural diversity, and a strong sense of communal, connected values and responsibilities. These characteristics provide the region with its strengths but also pose unique challenges. The region currently faces numerous threats to its peace, human rights, equity, cultural diversity, and sustainability, particularly in regard to the growing impacts of climate change. While acknowledging that education alone cannot address all these issues, there is an urgent need for intensified efforts to educate for peace, human rights and sustainable development to enable

peaceful and mutually supportive societal transformations.

As stated in the Bangkok Statement of UNESCO's 2nd Asia-Pacific Regional Education Minister's Conference (APREMC-II), of June 2022, ministers of education in the region have affirmed the urgent need for reimagining and transforming education systems towards becoming more equitable, inclusive, relevant, flexible, and resilient. This involves addressing the current learning crisis, building more peaceful, inclusive, and sustainable societies, and accelerating progress made towards the attainment of the 17 Sustainable Development Goals (SDGs) by 2030 – particularly SDG 4, the 'Education SDG', which seeks to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' – not least of all with substantive youth participation.

Regional Priorities, Challenges and Opportunities in Implementation of The Recommendation

To identify priorities, opportunities and challenges in the Asia-Pacific region, recommendations from the *5-Year Progress Review of SDG 4 – Education 2030 in Asia Pacific* (UNESCO/UNICEF, 2021), the *Consolidated Report Regional Technical Consultations for Asia and the Pacific on the Revision of the 1974 Recommendation (*UNESCO/APCEIU, 2022), the *Youth Declaration on Transforming Education* (UNICEF, 2022), and the *Peace education in the 21st century: an essential strategy for building lasting peace* (UNESCO, 2024), were collated with survey results from individuals, organizations and National Commissions in the region and consultation with the UNESCO SDG 4 Youth and Student Network.

Findings from these consultations revealed a desire in the Asia-Pacific region to:
- *Build* on existing core values of communities of the Asia-Pacific region by engaging and consulting with a wide range of stakeholders, including children and youth, and through the gender lens, at both national and regional levels, to facilitate 'bottom-up' approaches and ownership of the implementation of The Recommendation
- *Strengthen* education for sustainable development, including climate change, environmental degradation, and digital transformation
- *Promote* education for global citizenship founded on peace, human rights, and global interconnectedness in a whole-society approach

- *Acknowledge* and support the changing role of teachers, parents, communities, governmental and non-governmental organizations, agencies, the private sector, and youth networks
- *Ensure* sufficient and equitable national funding and distribution of resources to support lifelong, intergenerational learning in both the formal (early childhood, school and tertiary) and non-formal education sectors
- *Identify* and implement both quantitative and qualitative methods of monitoring and measuring progress towards fulfilment of the objectives of The Recommendation

The findings also acknowledged the challenges that need to be addressed, including:
- The educational and digital divide in post-pandemic education which has deepened pre-existing inequalities between learners, and across multiple and intersecting vulnerabilities such as poverty, disability, gender and others
- Impact of migration and the need for support for refugees, stateless and crisis-affected peoples
- The current education system's insufficient attention to the root causes of injustice, inequality and violence – including gender-based violence, and towards adequately addressing environmental issues, climate change, positive peace, sustainability and well-being
- The limitations of solely content-focused, cognitive-based education and standardized curriculum and assessment
- Teachers feeling ill-prepared to adopt transformative pedagogies, or to contextualize curricula and localize learning to connect with students' daily lives
- Lack of trust and collaboration between NGOs, the private sector, and the government, thus inhibiting the effective use of their respective bodies of expertise and knowledge in transforming education

It was the consensus of participants in the various consultations that this is an opportunity to:
- *Rethink* the purpose and futures of education and take informed actions at individual, community, national, sub-regional and regional levels to transform policies, strategies, institutions and societies
- *Harness* the wisdom and expertise of local communities, including indigenous knowledge, to implement The Recommendation
- *Move* from content-focused, cognitive-based education to holistic, whole-person approaches that foster the knowledge, skills, values and attitudes necessary to engage in and contribute to the globalized world

- *Empower* teachers with relevant, quality training and continuous professional development to implement transformative, learner-centred approaches and address the complex challenges of diverse learning environments
- *Provide* everyone with safe and supportive learning environments, including digital ones which are shaped by whole-of-society approaches, inclusive of parents, caregivers and the wider local and global community
- *Promote* commitment to and implementation of The Recommendation through inter-ministerial dialogue, opportunities for intersectoral and multi-stakeholder partnership, public-private sector collaborations, and peer learning in alignment with the national, sub-regional and regional priorities
- *Prepare* stakeholders to establish accountability frameworks at national levels that will inform the global monitoring of the Recommendation, foreseen to take place every four years.

Statement of Commitment

We, the participants, commit to initiating the priorities and actions outlined in this Road Map by 2026 and to full implementation of such priorities and actions by 2030, expressly in order to fulfil the objectives of The Recommendation, the 2030 Agenda – in particular Sustainable Development Goal 4 (SDG 4) – and to promote peace, human rights and sustainability in the Asia-Pacific region.

Table of agreed regional priorities and actions

Action Areas	Asia-Pacific Priorities within Action Areas	Agreed Actions
	Evidence-based laws policies and relevant strategies through participatory mechanisms to	Develop, analyse, and reinforce policies to address systemic gaps in learning outcomes, with emphasis on vulnerable learners and gender differentials

Laws, policies and strategies	address all forms of inequalities in and through education systems • Strengthening education strategies along with appropriate interventions for schools to promote physical health, mental health and resilience • Developing and reinforcing strategies to enhance educators' capacities for delivering transformative education across all settings	• Develop and reinforce country-level and subregional policies and strategies relevant to the local context which address inequality • Integrate youth and student voices into education policy-making, such as Youth Advisory Boards • Enhance stakeholders' capacity to engage effectively in legislative and policy processes for transformative education • Establish national policies for open access educational resources and equitable access to new technologies, including to address the digital gender divide • Formulate and strengthen policies on Education for Sustainable Development (ESD), Global Citizenship Education (GCED), health and well-being, and anti-discrimination, and implement programmes that ensure equal opportunities for all
Governance, accountability and partnerships	• Providing the necessary financial, administrative, technical, human and material support to implement The Recommendation • Engaging participatory governance and mutual accountability with due respect for each other's responsibilities and roles • Monitoring, evaluation and reporting based on agreed indicative frameworks	• Develop and prioritize quantitative and qualitative education monitoring and evaluation mechanisms and systems, including gender reviews, sex-disaggregated data collection and analysis, impact assessments and feedback on outcomes which track the implementation of The Recommendation and strengthen accountability • Provide and sustain adequate budget allocations at the national and regional levels with special emphasis on the priorities of The Recommendation. This includes financial resources, as well as human and infrastructural resources necessary for effective implementation • Ensure participatory local governance at local, national and regional levels that encourages input from multisectoral stakeholders, including youth representatives, ensuring social and gender equality • Develop and implement regional campaign to raise awareness of the importance of education for peace, human rights and sustainable development

		• Develop training programmes for local government officials and community leaders to enhance their capacity to implement The Recommendation • Organize regular consultations with diverse stakeholders, including educators, parents, students, and community leaders, to review progress and adjust strategies as needed including at local level • Foster public-private partnerships including education providers, other ministries and private sector entities in supporting the implementation of policies, providing resources and roles in adhering to The Recommendation • Strengthen inter-agency and intra-governmental cooperation and coordination, and harmonize efforts on the implementation due to the cross-cutting nature of the topics
Curriculum and pedagogy	• Ensuring that educational activities of The Recommendation form a coherent whole within curricula for different levels and types of education and training • Supporting the development of inclusive, contextualized curricula that upholds and empowers learners • Enabling all stakeholders to exercise their own rights and to promote the rights of others • Adopting holistic, interdisciplinary and transdisciplinary approaches to curricula at all levels	• Ensure political will and support to establish and sustain an inclusive participatory process for curricula reform • Develop holistic, interdisciplinary curricula that are contextualized, rights-based, gender-transformative and evidence-informed for achieving student's positive outcomes in learning, health and well-being • Develop guidelines to review and integrate the guiding principles of The Recommendation in the curriculum across all levels, subjects, and types of education • Establish clear protocols to ensure learning continuity in cases of future learning disruption and school closures, including curriculum adaptations and pedagogies that respond to learning loss and support learning recovery and resilience • Amplify and scale up proven youth-led education innovations in curriculum and pedagogy, including those from the civil society/academia

	• Educating for appreciation of diverse cultures, religions, and languages, including mother languages, cultural heritages, and worldviews to strengthen social cohesion, sense of belonging, civic and cultural competencies, and the development of multilingual skills	• Facilitate collaboration between curriculum developers, subject matter experts and diverse stakeholders for integrating twenty-first century skills in curricula which promote cognitive and non-cognitive learning • Ensure public and private educational institutions adopt and follow the same curriculum standards to ensure consistency • Promote and document effective models and best practices for curriculum development that focus on inclusive and learner-centred content • Establish professional learning networks for teachers to share priorities and strategies to reform to promote the priorities in curriculum and pedagogy
Assessment and evaluation	• Prioritising unbiased, constructive assessment, evaluation and evidence-based methods that strengthen collaboration, mutual understanding, holistic development and well-being • Developing differentiated, context-specific approaches to assessment and evaluation which is adaptive to all learners • Ensuring reliable, credible, transparent and trustworthy performance assessment which covers cognitive, social and emotional, behavioural and psycho-motor competencies, as	• Establish assessment and evaluation systems that prioritize the holistic development and well-being of students • Develop assessment frameworks that encompass cognitive, social and emotional, behavioural, and psycho-motor competencies in line with the curricula • Prioritize the use of formative assessments that provide ongoing performance feedback and support for teaching and learning • Include summative assessment for the purpose of progressing learners to the next level and as evaluation of the system • Support teacher's capacity to contextualize assessments • Create a balanced portfolio of assessments, including projects, presentations, practical tasks, and written exams to evaluate various competencies • Implement classroom and school-based assessments that focus on gender equality, and which include learning on comprehensive sexuality education, violence prevention and social inclusiveness

	well as systemic and interdisciplinary knowledge	● Develop differentiated assessment strategies that cater to the diverse needs and abilities of all learners, ensuring inclusiveness and gender responsiveness ● Allocate resources and support to schools and educators to develop and implement context-specific assessment strategies ● Upskilling teachers for assessing competencies in digital technologies and social and emotional learning in transformative curricula
Learning and teaching materials and resources	● Ensuring all teachers and learners have access to quality physical and digital learning materials through the sharing of open access resources and provision of human resources and training ● Ensuring teacher's involvement in the development of learning materials which are inclusive, support gender equity and are relevant to student's background and culture ● Investing in digital devices and infrastructure to reduce the digital divide and support new digital opportunities to promote interactive, experiential and intergenerational learning ● Safeguarding equitable access to hybrid learning with protection	● Develop a structured table of contents for educational programs and areas reflecting recommended teaching and learning objectives, and formulate guidelines for practical application at different levels, along with the development of relevant teaching and learning materials ● Promote school-twinning approaches for high resourced schools to support and mentor low technology-resourced schools, including with training and device access ● Catalogue and promote available knowledge management platforms for teachers on digital teaching and learning resources ● Include teachers in collaborative development of teaching-learning resources ● Develop and implement national plans for regular maintenance of digital infrastructure ● Conduct regional research on the impact of digital infrastructure maintenance on learning outcomes ● Accelerate private-public partnerships with technology companies to support in providing devices and training ● Identify and mobilize a resource pool of technical personnel. ● Provide low cost, low maintenance, zero rating platforms and digital learning materials

	for privacy of learners and teachers	- Strengthen investment in evidence-informed digital learning platforms that prioritize interactive learning in multiple formats (e.g. games, self-paced, synchronous, asynchronous courses etc - Document and disseminate good case practices from various stakeholders that can be featured and adapted in learning materials in each country - Strengthen investment in development of accessible learning materials, assistive technologies and multi-language learning materials, including with participation of targeted end users - learners and their teachers - Review and revise digital and non-digital teaching and learning materials to ensure that they are culturally and contextually relevant, free from gender bias, and inclusive of the identities of diverse learners
Learning environments	- Ensuring learning environments – encompassing physical and virtual spaces – are safe, supportive, non-discriminatory, free from bias, inclusive, available, accessible, and adaptable, and that they align with the guiding principles of The Recommendation. - Supporting access to life-wide and lifelong learning from early years to adult learning to ensure no one is left behind - Promoting democratic learning environments which give voice to, and encourage contributions	- Promote multilingual and mother tongue instruction - Establish routine school interventions that celebrate diversity, build trust, acknowledge and reward diverse accomplishments, destigmatize poor mental health and promote respectful, gender-equitable inter-personal relationships - Allocate sufficient financial resources to support school-level interventions for inclusion, well-being and happiness - Adopt standards for learning facilities to be inclusive of diverse learners and responsive to their needs - Maintain and upgrade infrastructure of learning spaces to ensure all educational facilities are accessible to students with disabilities - Create experiential training for teachers on identification and acknowledgment of their own biases and discrimination - Co-create between staff and students, codes of conduct that exemplify what is a safe and welcoming space

	from parents, learners, educators and the wider community, particularly members of vulnerable and minority groups ● Committing to provide infrastructure and technical support, adequate staffing and training and specialised services to meet the needs of all learners	● Connect curricula and extra-curricular social and emotional learning for promoting positive whole-school/whole-education climate ● Recruit, train and deploy to schools and other learning settings, specialised staff as counsellors and psychologists with clearly defined roles and established protocols for students to access the services they need ● Establish strong reporting, redress and referral systems for students, teachers, and other staff experiencing gender-based violence in and on the way to and from schools and other learning settings, including online learning spaces ● Create and/or empower student governments/peer educators groups for grievance and resolution of cases of school violence or other breaches of school codes of conduct ● Foster and invest in school-family-community partnerships including through enhanced support to Parent-Teacher Associations (PTAs) and outreach activities hosted by schools ● Provide comprehensive training for all school personnel on inclusivity and addressing biases ● Establish mechanisms for regional and national recognition for learner-led collective actions that promote peace, human rights, international understanding and sustainable development. ● Develop training programs for teachers to use digital tools and digital resources in the classroom ensuring that learning is cohesive and follows the principles of UDL and differentiation ● Train teachers on social and emotional learning, positive behaviour management, inclusive classroom management and collaborative, gender-transformative pedagogies. ● Develop and implement training programs for teachers and staff to handle diverse educational needs, including special education and inclusive teaching strategies

Development of teachers and education personnel	- At system and school level, motivating teachers extrinsically and intrinsically, recognizing their contribution, hearing their voices and improving their status and working conditions - Encouraging, providing and facilitating continuous professional development, online, offline, in-person and hybrid, including collaboration and peer learning, and development of interdisciplinary knowledge of world challenges and human rights - Ensuring freedom of expression and respecting autonomy - Supporting opportunities for collaboration with ethnic and indigenous peoples, artists, cultural professionals, parents, caregivers and other stakeholders to co-design and implement education programmes - Encouraging and facilitating teacher mobility, both nationally and internationally - Providing continuous professional learning, updated information, resources and	- Ensure teacher training programs include relevant content to support the implementation of The Recommendation - Implement or better enforce policies on teacher protection, leadership and development, well-being and working conditions - Strengthen teacher salaries, career-ladder and professional development-based incentives, which assess teachers meaningfully - Create mechanisms for the public recognition of teachers for their service and skills, such as awards for teachers, schools, programs, students within the region to improve the status and perception of the teaching profession - Strengthen teacher training institutes through partnerships, resourcing and funding provided to the relevant higher education organisations - Support teachers through professional development and other channels such as professional teacher learning communities, to enhance their capacity, especially in cultural, gender-equal, inclusive, effective teaching pedagogies, reflective practices, action research and digital technologies - Provide opportunities to teachers for holistic self-reflection and evaluation, to enable the development of teacher competencies and internalise concepts that promote education for peace - Support the organisation of annual meetings by public institutions, academic bodies, teacher associations, unions, civil societies and young people, for education sector coordination and dialogue, through consult with various stakeholders - Support multistakeholder sharing platforms and programmes such as research centres - Enhance policies on school leader selection, preparation and development

	advice to those entrusted with leadership, management, supervisory, mentoring and advisory responsibilities ● Enabling public institutions, academic bodies, teacher associations, unions, civil societies and youth to dialogue, share best practices and work together in line with the guiding principles of The Recommendation	● Enhance strategies for gender-equitable recruitment and deployment of qualified teachers, across multiple educational levels: early childhood through higher education. ● Facilitate regional learning exchange, learning-sharing among and training programmes for educators
Regional collaboration	● Engaging in and encouraging local, regional, international and intercultural cooperation, dialogue and exchange as a key dimension of transformative education and of the promotion of a culture of peace ● Carrying out capacity-building activities and establishing sustainable partnerships in education with other Member States and all relevant stakeholders, including non-governmental organizations, and sharing good practices while taking into account the differences between institutions	● Identify and strengthen existing mechanisms for collaboration, that is multi-sectoral and inter-sectoral and including intergovernmental bodies, non-governmental entities, and academic, youth and Civil Society Organisations (CSOs) networks ● Enhance existing and establish new opportunities for face-to-face, digital and virtual collaborations, peer learning and professional development at the sub-regional and regional levels ● Provide opportunities for connecting and networking among human rights activists, e.g. gender, climate change and peace ● Give visibility to good practices and support implementation of same in other contexts where applicable ● Initiate collaborative research projects among universities and educational institutions at sub-regional and regional levels ● Support existing, and develop new, teacher exchange programmes within the region to promote cultural exchange, professional growth and sharing of best practices

	● Designing instruments and opportunities for regional monitoring and sharing of successful initiatives towards achieving the fundamental aims of The Recommendation	