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联合国教育、
科学及文化组织

منظمة الأمم المتحدة
للتربية والعلم والثقافة

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

(second draft)

New proposed title:

**Recommendation on Education for Peace. For the
promotion of international understanding, co-operation,
human rights, fundamental freedoms and sustainable
development through education.**

In accordance with the UNESCO Constitution and the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution, the draft text of the revised Recommendation concerning education for international understanding, co-operation, peace and education relating to human rights and fundamental freedoms and the related preliminary report was sent to UNESCO Member States in September 2022 (CL/4401) for their written comments and observations. On the basis of their comments, a second draft of the text was prepared. This second draft is being submitted to the Special Committee meeting of experts designated by Member States, to be held from 30 May to 2 June 2023, as per the circular letter (CL/4417) sent in November 2022.

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Recommendation on Education for Peace. For the promotion of international understanding, co-operation, human rights, fundamental freedoms and sustainable development through education.

PREAMBLE

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

Acknowledging the responsibility of States to respect, protect, and fulfil the right to education, and ensure that it be inclusive, accessible, equitable and of quality for everyone;

Mindful of the responsibility incumbent on States to 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, such as the Geneva Conventions for the Protection of War Victims, the Convention on the Status of Refugees, 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, the Convention on the Rights of Persons with Disabilities, the United Nations Declaration on Human Rights Education and Training and the United Nations Declaration on the Rights of Indigenous Peoples;

Recognizing that peace not only requires the absence of war or armed conflicts, it also requires an inclusive and 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 in all its dimensions is achieved, the human rights and fundamental freedoms of all persons without exception are upheld and global citizenship is promoted;

Reaffirming the fundamental link between the achievement of peace, international understanding, cooperation, human rights, fundamental freedoms, democracy, the rule of law, and the promotion of education for sustainable development and global citizenship education;

Acknowledging States' responsibility to promote and ensure human rights education as stated in the United Nations Declaration on Human Rights Education and Training;

Recognizing the importance of the United Nations 2030 Agenda for Sustainable Development Goals which acknowledges "that there can be no sustainable development without peace and no peace without sustainable development" and commits States "to combat inequalities within and among countries; 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", the 2015 Paris Agreement that calls on countries to "enhance climate change education and training" and the 2021 Berlin Declaration on Education for Sustainable Development, which underlines the role of education for sustainable development as an enabler for the achievement of all Sustainable Development Goals;

Reaffirming States' commitment to notably ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development;

Reaffirming the commitments of the Women, Peace, and Security Agenda and related UN Security Council resolutions in supporting the participation of women and girls in peace processes, bolstering gender expertise, and recognizing the unique impact of conflict on women and girls' education;

Bearing in mind the call of UNESCO's Constitution for intellectual and moral solidarity and considering the responsibility incumbent on UNESCO to encourage and support Member States in any activity designed to ensure the education of all for the advancement of peace in order to further universal respect for justice, the rule of law, human rights and fundamental freedoms;

Reaffirming that education is a lifelong process and that it "shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms and inequalities. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace" as stated in the Universal Declaration of Human rights, Article 26;

Observing that the free flow of information, freedom of expression and opinion, academic freedom, professional responsibility, and institutional autonomy are central to the teaching and learning process as well as crucial in promoting international understanding, cooperation, peace, human rights, fundamental freedoms, global citizenship and sustainable development;

Recognizing also that States should create safe, secure and enabling learning environments, free from all forms of violence, to engage all relevant stakeholders within society in education, including educational institutions, civil society organizations, the private sector, independent national human rights institutions, and the free, independent and pluralistic media, and should also include the meaningful and effective participation of all children, young people and adults, and their family members;

Reaffirming that education shall nurture respect for cultural diversity as an intrinsic characteristic of societies and shall be directed to promoting understanding, pluralism, respect for human rights and fundamental freedoms, solidarity among all nations and peoples, and to furthering multilateralism as enshrined in the principles of the United Nations;

Noting that despite significant progress achieved, countless people have been denied a life of dignity and opportunity, *inter alia*, because they are deprived of the universal right to quality education.

Also noting that continued unsustainable development threatens the ability of present and future generations to live their lives in peace and with dignity, have access to opportunities, including learning opportunities, and thus contradicting the human right to a clean, healthy and sustainable environment;

Conscious of the urgency to take action towards closing 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 transformative and transformed, adapted, and expanded for the benefit of all;

Building on the existing body of international instruments – adopted at UNESCO and by other UN entities – and of other relevant intergovernmental initiatives set out in the appendix;

Having decided at its forty-first session in 41 C/Resolution 17 and bearing in mind the expanding landscape of norms, 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 to take into account shifts in the global and educational landscape with a view to firmly embedding the role of education in fostering human rights and fundamental freedoms, global peace, international understanding and sustainable development;

1. *Adopts* thisday of November, the present Recommendation on Education for Peace. For the promotion of International Understanding, Co-operation, Human Rights, Fundamental Freedoms and Sustainable Development through Education, 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 this Recommendation be known as the “Recommendation on Education for Peace”;
3. *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;
4. *Also recommends* that Member States bring the Recommendation to the attention of those responsible for formal, non-formal and informal education from early childhood care and education, through primary and secondary schools to higher education, technical and vocational education and training, teacher training, adult education, and life-long learning as well as all key stakeholders carrying out educational work among children, young people and adults, and other interested parties;
5. *Further recommends* that Member States report to it, at such dates and in such manner as shall be determined by it, on the action taken by them in pursuance of this Recommendation.

I. DEFINITIONS

1. For the purposes of this Recommendation:
 - (a) “Education” is an inalienable human right, which implies a lifelong and society-wide process, through which individuals and groups develop to their fullest potential, the whole of their personality, talents and mental and physical abilities, within and for the benefit of local, national, regional and global communities and ecosystems.
 - (b) “Peace”, “international understanding”, and “cooperation” 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.
 - (c) “Culture of peace”, is understood as defined by the Declaration and Programme of Action on a Culture of Peace (A/RES/53/243).
 - (d) “Human rights” and “fundamental freedoms”, are recognized and defined by international human rights instruments, primarily the United Nations Charter, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights and other international human rights treaties. They derive from the inherent dignity of the human person and are universal, inalienable and interrelated.
 - (e) “Human rights education” is understood as defined in the Declaration on Human Rights Education and Training.
 - (f) “Education for sustainable development” is an approach to education that “empowers

learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just, society, for present and future generations, while respecting cultural diversity”, as defined in the Education 2030 Framework for Action.

- (g) “Global citizenship education” is an approach to education that aims to equip learners of all ages with the knowledge, skills, values, attitudes and behaviours, which are needed to build a just, equal, equitable, inclusive, healthy, non-discriminatory, sustainable and peaceful world for all.
- (h) “Transformative education” involves co-created teaching and learning that recognizes and valorises the dignity and diversity of learners in educational settings, eliminates all barriers to their learning and motivates and empowers them to reflect critically, become agents of change and protagonists of their own future, by taking informed decisions and actions at the individual, community, local, national, regional 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.

II. AIMS

2. The overarching aim of this Recommendation is to provide guidance to Member States in their efforts to infuse into education the aims and purposes set forth in the Charter of the United Nations, the Constitution of UNESCO and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2 of the last-named.

3. This includes ensuring all people, throughout their life, are equipped with the knowledge, skills, values, attitudes and behaviours needed for effective participation in democratic decision-making processes, awareness-raising and individual and collective actions at individual, community, local, national, regional and global levels that advance international understanding, co-operation, peace, human rights and fundamental freedoms.

4. This Recommendation should also help mobilize, guide and support the actions, initiatives and programmes of non-state actors leading educational activities throughout society for the same purposes.

5. Education should emphasize the importance of preventing and addressing war, aggression and all forms of violence and bring every person and community to understand and assume their responsibilities for maintaining, fostering and demanding peace. Education should also contribute to activities in the fight against racism and all actions and ideologies inciting hatred, all forms of intolerance, discrimination, and violence.

6. Specifically, education should aim to be transformative, seeking to develop knowledge, skills, values, attitudes and behaviours such as:

- (a) *Analytical and critical thinking*: The ability to question norms, practices and opinions, critically analyse and understand complex systems and multicultural environments, as well as understand power dynamics and the interconnections between countries, populations and the natural environment and between local, national, regional and global levels;
- (b) *Anticipatory skills*: The ability to act 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) *Respect for diversity*: The ability to understand and respect the equal dignity and rights of all persons, cultures, including religion, political or other opinions, as well as their needs, perspectives and peaceful actions and valuing diverse knowledge systems;
- (d) *Self-awareness*: The ability to acknowledge and reflect critically on one's personal values, perceptions and actions, to know and value oneself, understand and manage emotions, feel and show empathy, respect for others and one's role in the local, national, regional and global community;
- (e) *Sense of connectedness and belonging to a common and diverse humanity and planet Earth*: Understanding humanity as a global community that shares responsibility for a healthy planet and for respecting the needs and rights of each other, of other living beings and of nature itself;
- (f) *Empowerment, agency and resilience*: The motivation, confidence and ability to act and respond effectively, proactively, consciously and responsibly to challenges at local, national, regional and global levels, while being able to cope with risks, conflicts of goals and uncertainties;
- (g) *Decision-making skills*: Ability to evaluate the impact of actions, and make decisions using available information from diverse sources;
- (h) *Collaborative skills*: The ability to effectively communicate feelings and opinions in a constructive manner and engage in collaborative interactions, participatory planning and problem-solving;
- (i) *Adaptive and creative skills*: The capacity to adapt, engage, innovate, and thrive in a fast-evolving environment and in diverse and shifting contexts;
- (j) *Citizenship skills*: The ability to act as ethical and responsible citizens and to fully participate in civic and social life, in a digital era, in a local, national and global context;
- (k) *Peaceful conflict resolution and transformation skills*: The ability to deal with and contribute to the prevention of conflicts in a peaceful and constructive manner and end cycles of violence and hostility;
- (l) *Media and information literacy, communication and digital skills*: The ability to effectively search, access, critically evaluate, ethically produce, use and disseminate information and knowledge through various channels and technologies. It also implies to be resilient to disinformation and misinformation, hate speech, violence, harmful content and online abuse and exploitation, understanding one's rights on and off-line and engaging in digital environments in a safe, effective, discerning and respectful way that enhances digital security and protects privacy.

III. SCOPE

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

- (a) For all people;
- (b) Delivered in all contexts and in formal, non-formal and informal settings;
- (c) Using different modalities and pedagogies (e.g., in person, distance and blended); and

- (d) At all levels, of all types and provisions.

IV. GUIDING PRINCIPLES

8. Education oriented towards the aims of this Recommendation should be transformative and of quality, and thus guided by the following principles:

- (a) Recognize that quality education is a public and common good, which should be accessible to all;
- (b) Grounded in a system of rights and corresponding obligations established by international law, including all civil, cultural, economic, political and social rights, and the right to development, and operationally directed to promoting and protecting human rights;
- (c) Irrespective of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status, ensure non-discrimination, inclusion and equity, in and through education, as prescribed by international human rights law. And thus contribute to a culture of care and respect for others;
- (d) Promote gender equality in and through education. It is key to the realization of the right to education for all and for the empowerment of women and girls;
- (e) Recognize that everyone has the right to quality education that is respectful of their identity and encourages knowledge of their history, traditions, language and culture, and that of others, without discrimination of any kind. As stated in the UNESCO Universal Declaration on Cultural Diversity, the defence of cultural diversity “implies a commitment to human rights and fundamental freedoms [...]. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope” .;
- (f) Ensure that the safety, health and well-being of all learners, teachers and education personnel is protected and promoted;
- (g) Recognize education and learning as a continuous, lifelong, life-encompassing, holistic, humanistic and transformative process;
- (h) Enable an international and global perspective in education, underlining the interconnections between the local and the global;
- (i) Promote understanding, cooperation and solidarity to help develop friendly relations between-nations and people across borders;
- (j) Raise awareness of the increasing global interdependence of individuals, communities, societies, countries, natural resources and ecosystems, and cultivate an ethic of global citizenship and shared responsibility for peace and sustainable development for the benefit of all, within planetary boundaries;
- (k) Recognize, appreciate and promote awareness among all education policy-makers, education leaders, teachers and education personnel, that all learners without discrimination, actively create and co-create knowledge;

- (l) Ensure freedom of thought, conscience and religion as well as freedom of expression and opinion while prohibiting any advocacy of national, racial or religious hatred that constitutes incitement to hatred, discrimination or violence. The right to freedom of expression should also include ensuring the right to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of one's choice;
- (m) Promote intercultural dialogue and understanding; reinforce effective communication between and among people, societies and countries;
- (n) Encourage, empower and support the willingness of individuals to participate in solving problems at local, community, national, regional and global levels notably through the ethical and responsible use of current and future technologies.

V. ACTION AREAS

9. The following action areas describe what can be done to advance the aims of this Recommendation. They should also be understood through the lens of the above guiding principles and be guided by them in their implementation.

V.1. System-wide requirements

Laws, policies and strategies

10. Member States and all key stakeholders should proactively support education leaders, educational institutions, teachers and education personnel in mainstreaming the above guiding principles in education 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 aims and guiding principles of this Recommendation are granted special attention and resources, notably but not only in emergency and crises-affected situations, where clear inequalities exist in access to and enjoyment of quality education at all stages;
- (b) with due regard for the complexity of current challenges, create context-specific, science-, research- and evidence-based laws, policies and strategies, which are regularly updated to be in line with the evolving educational needs and evidence, and which are developed through a participatory decision-making process, harnessing the full potential of interdisciplinary, transdisciplinary and intersectoral approaches;
- (c) create policy mechanisms to support flexible and context-relevant pathways of learning (formal and non-formal) that allow learners to engage in the world throughout life as responsible global citizens. Such mechanisms can be strengthened through the adoption, recognition, validation, accreditation of qualifications and prior formal or non-formal learning across borders;
- (d) ensure that national legislation, policies and strategies aim to redress all biases and inequalities in and through the education system, while recognizing that personal characteristics intersect with one another and overlap; and
- (e) strengthen school system's ability to promote physical and mental health and well-being in order to foster commitments to non-violence and peace. This can be achieved through the provision of school health services and education for health and well-being of good

quality.

Governance, accountability and partnerships

11. Member States should ensure good governance in education and other social accountability measures including regular monitoring, follow-up and reflective reviews. Practices that bolster accountability and transparency should be put in place.

12. Member States should provide all necessary support, including financial, administrative, technical, human and material resources to implement this Recommendation in line with international human rights obligations and commitments and in conformity with their legal systems.

13. Member States should enable educational authorities, teachers and education personnel to provide educational programmes in line with this Recommendation that are developed through open dialogue, including intergenerational exchange, with all relevant stakeholders.

14. Member States should engage in and encourage international and intercultural cooperation, dialogue and exchange as a key dimension of transformative education.

15. Member States should build capacities and sustainable education partnerships with other Member States and all relevant actors including non-governmental organizations in order to implement this Recommendation. While also acknowledging institutional differences, this includes studying and disseminating examples of successful programmes.

16. While individuals and bodies are free to establish and direct educational institutions, Member States should intend that these institutions conform to minimum standards as laid down or approved by the State, in compliance with their international commitments.

17. Member States and other key stakeholders, should engage cooperatively in governance, policy-making, monitoring, evaluation and reporting with due respect for each other's responsibilities, roles and mutual accountability.

18. Member States should support the provision of information, and access to education, for individual learners, communities, parents, caregivers and families that can help to ensure the health and well-being and the positive physical and mental development of children, young people and families.

Curriculum and pedagogy

19. Member States should ensure that educational activities serving the aims of this Recommendation are coordinated and form a coherent whole within curricula for different levels and types of education, knowledge, disciplines, learning and training. This can include integrating into the curriculum education for international understanding, co-operation, peace, human rights and fundamental freedoms, global citizenship education and education for sustainable development, as well as education for health and well-being.

20. Member States should support the development of contextualized curricula, for all subjects and topics, elaborated in an inclusive manner, that connects with the concerns and issues that learners face in their daily lives, as well as with diverse knowledge systems. The objective is to empower learners to apply their knowledge and skills, when responding to these issues in ways that actively support and advance the aims and guiding principles of this Recommendation.

21. Education for international understanding, co-operation, peace, human rights and fundamental freedoms, global citizenship education and education for sustainable development should be provided to all learners, teachers and education personnel and contribute to the prevention of human rights and fundamental freedoms' violations and abuses, promote a universal culture of peace, as well as enable every person to exercise their own rights and to promote the right of others and participate democratically in the cultural and social life of their educational institutions, community and public affairs.

22. A transformative approach to education should be embedded into curricula and across all areas of study and at all levels of education. This includes adopting holistic, multidisciplinary, interdisciplinary and transdisciplinary approaches to explore the relationships between subject and study areas and their relevance to diverse contexts.

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

24. The teaching and learning of history and social sciences should provide learners with the opportunity to appreciate and learn from the past and build a critical understanding of the complex relationships between past, present and future and of the legacies of violence, exclusion and all forms of intolerance and discrimination. This requires maintaining historical accuracy, promoting multi-perspectivity, and different points of view based on sources and scientific works, fostering decolonial approaches in education, developing critical thinking, sustaining the duty of memory, rejecting denial and distortion of proven historical events and exploring the multiple factors 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, truth and reconciliation and peaceful alternatives to violent forms of conflict resolution.

25. The teaching of natural science, technology, engineering and maths can transcend frontiers and build bridges between communities and knowledge systems. All learners, especially women and girls, should be equipped with skills to engage with the learning of science and scientific methods in order to help seek solutions to contemporary challenges in the interests of advancing the aims of this Recommendation.

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 through the recognition of linguistic diversity, the promotion of intercultural dialogue multilingual education and mother tongue language of instruction, the appreciation of diverse perspectives.

27. To release the full potential of education directed towards the aims of this Recommendation, inclusive, non-discriminatory, participatory, gender equal, age-appropriate approaches are needed. Research-based learning and appropriate pedagogies should be leveraged to integrate the cognitive, social and emotional, and behavioural components of transformative learning.

Assessment and evaluation

28. Assessment approaches and methods that support all learners and learning should be prioritized to strengthen collaboration, cooperation and mutual understanding and support learner's continuous development and well-being. Education policy-makers, education leaders, teachers and education personnel should ensure that assessment and evaluation do not harm learners.

29. Special attention should be paid to assessment and evaluation conditions for learners in all their diversity, including those with disabilities, persons belonging to minorities, vulnerable or disadvantaged groups, and to the particular requirements and the legal and ethical challenges of hybrid learning in terms of safeguarding equitable access and respect of the human rights and fundamental freedoms (e.g., privacy) of learners and teachers.

30. Performance assessment in all learning settings should be reliable, credible, transparent, valid, trustworthy, adapted to the level of instruction, objective, context-specific and inclusive, while taking into consideration national and international frameworks. It should cover the three domains of learning (ie. the cognitive, social and emotional and behavioural) , and systemic and interdisciplinary knowledge. This includes the capacity to evaluate and apply knowledge in ways that strengthen peace, international understanding, co-operation, human rights and fundamental freedoms.

Learning and teaching materials and resources

31. Member States should ensure teachers and learners have access to quality teaching and learning materials and resources, which are infused with the guiding principles set forth in this Recommendation.

32. Member States should work towards ensuring that these materials support multilingual education and the promotion of mother tongue language of instruction and are made available as open educational resources that apply the highest standards of privacy and data protection to facilitate the sharing of knowledge for the public common good. The development of such resources could benefit from the involvement of artists, to encourage learning with and through the arts.

33. Member States should invest in and facilitate the renewal, maintenance, production, dissemination and exchange of up-to-date, devices, materials and resources of good quality, which can support transformative and innovative 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 responsibly with digital learning, but will also reduce the digital divide and promote media and information literacy, communication and digital skills.

34. All materials and resources should be adapted to learners' educational level, developmental needs, and local context. Materials and resources should be free from harmful stereotypes, all forms of discriminatory and hateful bias, and elements that incite discrimination, hostility 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.

Learning environments

35. Learning environments, encompass face-to-face educational practices, including those taking place in outdoor natural spaces, and online learning platforms. Learning environments contribute significantly to the quality of education and active citizenship, and should be created, maintained and renewed to reinforce the protection, safety and well-being of all learners, teachers and education personnel.

36. Member States should support access to life-wide and lifelong learning in a diversity of educational settings and environments, in order to expand access to and enrich the experience of transformative education and as well as leave no one behind.

37. Member States are expected to take action to achieve this, including by:
- (a) supporting all efforts to ensure learning environments and their facilities are available, accessible, acceptable and adaptable as well as safe, secure and enabling for all learners without discrimination and, more broadly, aligned with the guiding principles of this Recommendation. In addition, educational environments must be made and kept free from incitement to all forms of hatred, harassment and violence. They should also challenge all forms of biases, embrace anti-discrimination and anti-racist practices, while avoiding cultural assimilation and appropriation;
 - (b) supporting the full, equal and equitable participation of all children, young people and adults, in teaching and learning programmes, educational administration and policy-making and decision-making activities. This includes promoting democratic learning environments that give voice to, and encourage contributions of, parents and learners in the co-creation of safe spaces that model the principles of this Recommendation, giving special attention to women and girls, indigenous peoples, persons with disabilities, refugees and persons affected by crises, minorities, vulnerable and disadvantaged groups;
 - (c) committing to provide infrastructural and technical support, adequate staffing, staff training and support, social services adapted to the needs of learners such as nurseries, financial support through scholarships, school meals, nutrition, mental health and other school health services;
 - (d) harnessing the potential of technology for inclusion by widening digital access to education and through the development of transformative, safe and inclusive digital learning systems, while ensuring full security for personal and sensitive data;
 - (e) supporting and encouraging teachers and education personnel to use nature as a learning environment to harness the benefits of outdoor learning and foster environmental sustainability.

Development of teachers and education personnel

38. Teachers and education personnel play a key role in advancing the aims of the Recommendation as they lead educational responsibilities in formal and non-formal learning settings. Member States should recognize their contribution and strive to improve their status, valuing their role in society, trusting, selecting, supporting, preparing and certifying them to support the aims of this Recommendation through actions such as:

- (a) encouraging, providing and facilitating national and international teacher education and professional development opportunities that enable all teachers and education personnel to commit to and promote the guiding principles set forth in this Recommendation and teach such principles in a way that they are understood and applied in practice by all learners;
- (b) safeguarding freedom of expression and opinion, as well as access to information, guaranteeing teachers', researchers' and education personnel's academic and intellectual freedom and respecting their autonomy and professionalism in teaching and research, especially for higher education institutions (HEIs). To do so, appropriate institutional mechanisms, structures and governance should be put in place ;

- (c) supporting the ongoing development of teachers' and education personnel's interdisciplinary knowledge of world challenges, as well as their abilities to foster the cognitive, social and emotional and behavioural skills needed to achieve the aims of this Recommendation;
- (d) providing opportunities for professional collaboration, the creation of networks, and international exchanges in pre- and in-service programmes;
- (e) supporting opportunities for collaboration between all educational stakeholders - including teachers, education personnel, learners, authorities, local communities and their heritage-bearers, artists, parents and caregivers,- to co-design, implement and review transformative education programmes, materials and resources, enabling them to learn from each other, including in and through international forums and exchanges, and the creation of international networks;
- (f) encouraging and facilitating online and offline study and training courses;
- (g) providing continuous professional learning, updated information, resources, and advice to those entrusted with leadership, management, supervisory, mentoring or advisory responsibilities, so as to enable them to assist teachers and education personnel in achieving the aims of this Recommendation.

39. To foster inclusive, intercultural, innovative and transformative educational environments, Member States should enable public institutions, academic bodies, associations, unions and communities to dialogue and work together to develop, in line with human rights and the guiding principles of this Recommendation, a code of conduct and standards to which all education professionals should adhere to and which provides security and support for teachers, education personnel and learners' well-being, especially those in emergency and crises-affected situations.

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

40. To release the full and transformative potential of education, the guiding principles of this Recommendation should be embedded at all levels of education.

Early childhood care and education

41. Member States should ensure that early childhood care, and education (ECCE) programmes are considered an essential component of the right to education. ECCE is a key stage in formal and non-formal educational planning and programming that should enhance the well-being of young children, promote equal chances by giving them a strong foundation for learning and for fostering the knowledge, skills, values, attitudes and behaviours needed to achieve the aims of this Recommendation.

42. This will require, among other things, investing in the high professionalization of ECCE personnel, which includes the provision of ongoing support through specific pre- and in-service training programmes and ensuring decent working conditions and careers.

43. Parents, families and other caregivers should be valued and supported, including through evidence-based and inclusive parenting support programmes and educational opportunities that help establish enabling environments in households and communities.

Primary and secondary education

44. Inclusive, equitable, quality and relevant primary, secondary and basic education are central to promote children's well-being and equip them with the key knowledge, skills, values, attitudes and behaviours needed to address contemporary challenges and achieve the aims of this Recommendation. This notably means that the relevance of learning and learner retention needs as much attention as educational access in order to ensure that all learners leave school with the competencies required to lead active, healthy, and productive lives as autonomous adults.

45. All learners should be empowered through age appropriate comprehensive sexuality education. This focuses on building the knowledge, as well as the cognitive, social and emotional, and behavioural skills for healthy, respectful and equitable relationships.

46. Member States should make clear commitments to provide infrastructural and other forms of professional and technical support 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.

Higher education and research

47. Higher education institutions (HEIs) and research are instrumental in the pursuit, advancement and transfer of knowledge and as such contribute to the aims of this Recommendation.

48. Member States' legislative and policy settings should ensure the enabling conditions for HEI to provide lifelong learning opportunities for all that stimulate dialogue, democratic decision-making and partnerships among different sectors of society and communities, and encourage the ethical and responsible use of scientific and technological knowledge.

49. Without impinging on the principles of academic freedom and institutional autonomy, HEIs should help find innovative solutions to global challenges and bring about changes in individuals and systems that contribute to the aims of this Recommendation. This includes encouraging HEIs to help create and circulate scientific knowledge in education and foster epistemic dialogue.

50. Existing multilateral networks between HEIs should be strengthened by facilitating the mobility of students, researchers, teachers and education personnel and by supporting programmes aimed at professional international cooperation.

51. Researchers, teachers and education personnel should ensure fairness and transparency in their research and give due consideration to research ethics and to the sustainability impact of their research. Research funding mechanisms should also be accountable for their decisions.

52. Open science, and open access policies are essential to foster the circulation of knowledge and reflect the diversity of communities and practices that advance more inclusive and equitable research..

Technical and vocational education and training

53. Technical and vocational education and training (TVET) systems should be proactive and attractive in the way they adapt their training to the benefit of individuals, economies, and societies in a future characterized by rapid change. This is important to support societies that are increasingly challenged by multiple transitions, which have major implications for the distribution of income and wealth, solidarity between social groups and between generations.

54. TVET has an important role to play by developing skills for all individuals to learn, work and live for resilient, inclusive, equal, sustainable economies and peaceful societies. TVET's role is particularly important in supporting the green transition and digital transformation. TVET programmes should foster learners' knowledge and skills as well as agency to actively participate in these and future social, economic and cultural transformations with a view to supporting the aims of this Recommendation.

Adult learning and education

55. Adult learning and education (ALE) is a key component of lifelong and life-wide learning, it helps build learning societies and its policies and practices apply to a wide range of ages, education levels, learning spaces and modalities. Involving individuals, families, communities, organizations, workplaces, neighbourhoods, cities, and regions, ALE should support the aims of this Recommendation by equipping people with the knowledge, attitudes, values, skills and behaviours to live together in peace, and lead decent lives in terms of health and well-being, culture, spirituality and economic participation, environmental sustainability and in all other ways that contribute to personal development and dignity.

Non-formal and informal education

56. Non-formal education (NFE) is understood to include learning that has been acquired in addition, alternatively and/or in complement to formal education. As such, NFE and informal learning can play an important role in empowering those that are out of formal education settings so that they become agents of change at local, national and global levels. Member States should value and invest in diverse non-formal and informal learning activities organized by, with and for adults, young people, and children including out-of-school children. This can include supporting community learning and citizenship education, which strengthen resilience in the face of crisis and supporting non-formal means of expressing and transmitting culture through specific education and training programmes within communities, which support the aims of this Recommendation.

VI. FOLLOW-UP AND REVIEW

57. 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.

58. Review and evaluation processes, at all levels, should be participatory and inclusive and ensure the meaningful and effective participation of all stakeholders to improve educational processes. They should encourage national and cross-national collaboration.

59. To achieve the aims outlined in this Recommendation, and in accordance with their specific contexts, governing structures and laws, Member States should credibly and transparently follow-up and review policies, laws, programmes and practices related to this Recommendation. To this end, Member States should:

- (a) identify the institutions responsible for implementation, follow-up, review and evaluation of this Recommendation at the national level;
- (b) adopt a whole community of practice approach by using or establishing multi-stakeholder mechanisms;
- (c) respect data protection principles, collect, analyse, disseminate and promote the use of

data in a timely, reliable, participatory, context-specific and valid manner, including by using existing data collection and reporting mechanisms, and by sharing effective and innovative practices; and

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

60. To support Member States, UNESCO should:

(a) contribute to strengthening research- and evidence-based analysis of, and reporting on, laws and policies regarding this Recommendation;

(b) collect and disseminate progress, innovations, research reports, as well as scientific publications and data and statistics regarding the provisions of this Recommendation in cooperation with relevant regional and global organizations, building on existing tools;

(c) support the development of appropriate, reliable, valid, comparable and cost effective means, tools and indicators to enhance the capacities of national data systems;

(d) provide relevant stakeholders and focal points with targeted technical assistance, 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.

61. Member States and UNESCO should consider creating 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.

62. Other partners, practitioners and stakeholders should consider the following actions, taking into account their specific context, roles, responsibilities 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

63. 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.

64. Member States should strive to extend and complement their own action in respect of this Recommendation by cooperating with each other through a whole-of-government approach and with all relevant stakeholders, both nationally and internationally, and with the support of UNESCO's relevant programmes and networks such as the UNESCO Chairs and UNITWIN Networks, and UNESCO Associated Schools Network.

65. 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 education 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)
- ILO/UNESCO Recommendation concerning the Status of Teachers (1966)
- Declaration on Race and Racial Prejudice (1978)
- Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1994)
- Recommendation concerning the Status of Higher-Education Teaching Personnel (1997)
- Declaration on the Responsibilities of the Present Generations Towards Future Generations (1997)
- 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 international instruments

- Universal Declaration of Human Rights (1948)
- Geneva Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field (First Geneva Convention) (1949)
- Geneva Convention for the Amelioration of the Condition of Wounded, Sick, and Shipwrecked Members of Armed Forces at Sea (Second Geneva Convention) (1949)
- Geneva Convention Relative to the Treatment of Prisoners of War (Third Geneva Convention) (1949)
- Geneva Convention Relative to the Protection of Civilian Persons in Time of War (Fourth Geneva Convention) (1949)
- Convention on the Political Rights of Women (1953)
- Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954)
- Declaration on the Granting of Independence to Colonial Countries and Peoples (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)
- International Convention on the Suppression and Punishment of the Crime of Apartheid (1973)
- Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974)

- Protocol additional to the Geneva Conventions of 12 August 1949, and relating to the protection of victims of international armed conflicts (Protocol I) (1977)
- Protocol additional to the Geneva Conventions of 12 August 1949, and relating to the protection of victims of non-international armed conflicts (Protocol II) (1977)
- 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)
- Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992)
- 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 and Programme of Action 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)
- UN Declaration on the Rights of Peasants and Other People Working in Rural Areas (2018)
- Youth 2030: UN Youth Strategy (2018)
- Lisboa+21 Declaration on Youth Policies and Programmes (2019)
- UN Youth Policies and Programmes Resolution (2021)
- UN Security Council resolution 2601 (2021)
- UN General Assembly Resolution 76/300 on the human right to a clean, healthy and sustainable environment (2022)

Intergovernmental initiatives

- Plan of Action for the United Nations Decade for Human Rights Education (1995)
- UNESCO/OECD Guidelines in Quality Provision of Cross-Border Higher Education (2005)
- 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)
- The Safe Schools Declaration (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)
- Berlin Declaration on Education for Sustainable Development (2021)
- Marrakech Framework of Action "Harnessing the transformational power of Adult Learning and Education" (2022)
- Youth Declaration on Transforming Education (2022)

- UNESCO Strategy for Technical and Vocational Education and Training 2022-2029 (2022)
- Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education (2022)