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Recommendation on Education for Peace, Human Rights and Sustainable Development

An implementation guide

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United Nations
Educational, Scientific
and Cultural Organization

Education 2030

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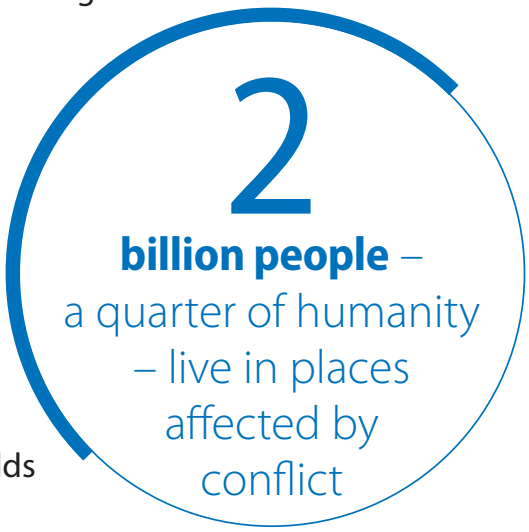
SHORT SUMMARY

There is no peace without education

With conflicts rising on so many fronts, there has never been a more urgent need for a transformed education geared towards building and sustaining peace.

The *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development*, adopted by all 194 Member States of UNESCO in 2023, articulates a humanistic and transformative vision of education that can help address contemporary and future affronts to peace. These challenges range from the resurgence of conflicts driven by systemic inequalities and injustices, the rise and spread of hate speech, racism and discrimination particularly online, to the adverse effects of digital technologies and the existential threat of climate change.

UNESCO has developed this Guide as the first of several tools to assist Member States in unpacking and fully implementing the 2023 Recommendation. The Guide elaborates its contents, integrating the 2023 Recommendation's transdisciplinary lens to connect key concepts and issues. It also provides concrete ideas and curated resources for action at different levels and types of education, while calling for a multi-stakeholder and whole-of-society approach that includes everyone and builds on existing positive efforts.



The Guide is a timely addition to the pool of available collective resources to fully implement the 2023 Recommendation and foster an education that is transformative for a just and peaceful world.

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"Since wars begin in the minds of men and women it is in the minds of men and women that the defences of peace must be constructed."

Recommendation on Education for Peace, Human Rights and Sustainable Development

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Foreword

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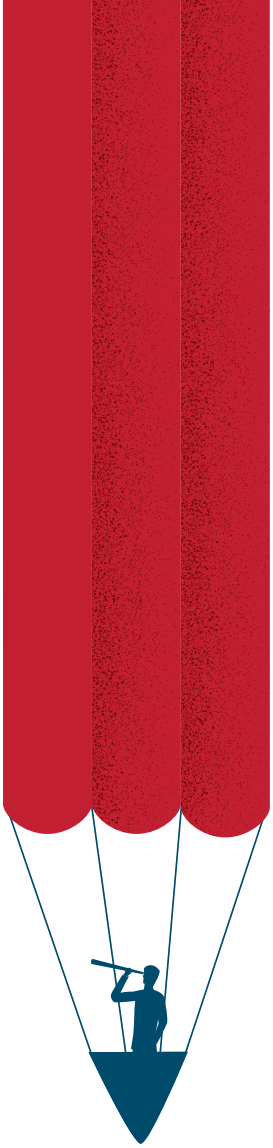
In 2023, UNESCO's 194 Member States adopted by consensus the *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development*. This decision reaffirmed the critical importance of multilateralism and signaled a commitment to transform education systems toward long-lasting peace.

The 2023 Recommendation outlines the necessary changes in and through education to address the interconnected and complex challenges of the twenty-first century, such as the resurgence of armed conflicts, and rising forms of hatred, polarization, discrimination and racism.



The 2023 Recommendation frames peace not merely as the absence of war but as an active process that involves eliminating the root causes of conflict and continually cultivating the conditions necessary for sustaining peace. It calls for a comprehensive, system-wide mobilization of education systems to tackle inequities, inequalities, and injustices that fuel conflicts, while empowering learners with the knowledge, skills, values and attitudes needed to build peace in their communities.

This Guide is designed to support countries in operationalizing the 2023 Recommendation within their unique contexts, enabling them to fully realize its aspirations and vision. The Guide unpacks the normative instrument and provides practical ideas and methods for countries to review, strengthen, and even transform their education systems to foster peace.

Transforming education in alignment with the 2023 Recommendation challenges us to find innovative ways to embed its Guiding Principles into every aspect of education – from policies and learning environments to curricula, teacher training and learning materials. To bring about true transformation, we must rethink, repurpose and reshape education by breaking down silos and collaborating across sectors. Meaningful engagement of all stakeholders, especially youth, in formal, non-formal and informal contexts, is essential. Furthermore, it requires new strategies for mobilizing relevant support, particularly financial resources. Without adequate investment in education, we run the risk of exacerbating conflicts rather than building peace.

This Guide acknowledges that many countries are already making strides to update, adapt, and strengthen their education systems. It builds on these ongoing efforts to support the development of an educational landscape that aligns with the transformative and humanistic vision of education that the 2023 Recommendation inspires us all to strive for.

Stefania Giannini
Assistant Director-General for Education, UNESCO

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These inputs informed and shaped subsequent drafts of the Guide.

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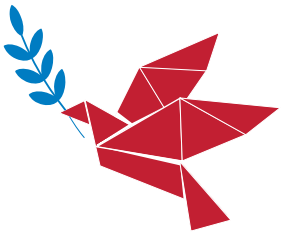
Section 1

About the Guide



This Guide is the first tool developed by UNESCO to help countries unpack and implement the *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development* (henceforth in this Guide referred to as 'the 2023 Recommendation'), which was adopted by consensus in November 2023 by all 194 Member States of UNESCO.

The 2023 Recommendation and this Guide are both imbued with the notion that peace is a positive, active and participatory process built on our abilities to take care of ourselves, one another and the planet, as well as our capacities and willingness to create safer, just, inclusive and peaceful societies. They are also informed by the understanding that people worldwide are dealing with different, unpredictable but interconnected challenges such as worsening climate change and rapid technological shifts. These current and future global challenges call forth the need to transform education so that societies are better prepared to face them and find solutions. This requires adapting and transforming not only what is learned, but also the environments and conditions where learning takes place and approaching education reform from a systemic perspective which recognizes its broader place in society and within existing power dynamics. Such a holistic approach is also critical to meeting United Nations Sustainable Development Goal 4 (SDG 4) on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

The purpose of the Guide is to accompany Member States in operationalizing the 2023 Recommendation. It unpacks the instrument, explains the commitments that were made, and provides practical guidance towards its implementation, illustrating it with case studies and building on existing practice. Specifically, this Guide makes plain the aims of the 2023 Recommendation, builds on the work education professionals are already doing, and provides evidence-informed guidance for how to further and more effectively implement it and embed its Guiding Principles within all dimensions and levels of education systems. Moreover, in the spirit of the 2023 Recommendation, the Guide strongly emphasizes and provides suggestions for engaging and bringing together multiple stakeholders in education to inform the improvement or development of programmes and activities.

In so doing, it also helps to bring together different strands and approaches of education towards building peace, which have at times developed in parallel and have not necessarily always maximized their synergies, such as human rights education, education for democracy and rule of law, global citizenship education (GCED), media and information literacy (MIL), education for sustainable development (ESD), education for health and well-being, and arts and culture education.

Who is the Guide for?

The Guide's primary audience includes policy-makers at national or local levels, including Ministries of Education, educational planners, curriculum developers, heads of teacher training institutions and teacher trainers, heads of departments and schoolboards, and school-level leadership.

Since the 2023 Recommendation is applicable to all education stakeholders, the Guide can also be useful for teachers, educators, and other school personnel, researchers, assessment officials, pedagogical advisors and learners.

The audience also extends to those working outside of formal educational settings, such as in museums, libraries, community centres, unions, sports clubs, youth organizations, professional associations, human resource departments, parent-teacher associations and non-governmental organizations (NGOs).

The aim is to encourage all those engaged in education to develop a common vision of transformative education oriented to peacebuilding, human rights and common humanity, and to understand how to actualize this vision.

Developing the Guide

To develop this Guide, UNESCO brought together a diverse group of experts from all geographical regions including UNESCO Chairs, UNESCO Institutes, Ministries of Education, other international organizations and NGOs, regional experts, educators, youth and UNESCO staff. This group developed the document through collaborative meetings, collective drafting and peer review. A full list of those who contributed can be found in the Acknowledgements section.

Using the Guide

This Guide is designed to be an inspiration and reference tool for making the case for policy change and for developing contextualized plans to fully implement the 2023 Recommendation at national and local levels. It is not meant to be prescriptive. Instead, the Guide blends diagnostic questions, key considerations and examples from diverse contexts around the world to support policy revision and drafting, and benchmarking measures to gauge progress.

Here are a few recommended steps to get started with this Guide:

1. Read the 2023 Recommendation. For a quick overview, refer to the 2023 Recommendation Explainer.[1]

2. Return to this Guide, beginning with the chapters on the Guiding Principles, Learning Objectives and Considerations for System-wide Implementation.

   - These break down the 2023 Recommendation's holistic and transdisciplinary approach and provide initial guidance on how to steer implementation efforts.

3. Peruse sections 3 and 4 which are organized by policy areas of the education system and by levels of education. While it is encouraged to read the Guide in its entirety to appreciate the 2023 Recommendation's full value, it is also possible to go straight to the relevant section depending on one's profession or interests.

   - Each thematic section contains a short summary, breaking down how the topic is understood in the 2023 Recommendation providing, key recommendations for action, reflective questions, and concluding with ideas of action for implementation at each level and type of education, examples of good practices, and additional resources.

Based on context, there are numerous opportunities to take forward ideas for implementation. For example, one might convene a group of educators or learners around the 2023 Recommendation; lead a policy and technical dialogue on issues, or a curriculum development workshop related to it; or focus thematically on teacher training and/or equitable action on climate change or other relevant topics. The Guide's reflective questions encourage users to consider concrete ways to build on personal experience to bring the 2023 Recommendation to life.

1 The Explainer on the 2023 Recommendation covers its history, purpose, contents, and potential uses in plain terms. Access it on UNESDOC here: https://unesdoc.unesco.org/ark:/48223/pf0000388330

Section 2

About the 2023 Recommendation

More information:

The official full title of the 2023 Recommendation is: *Recommendation on education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development*. The official commonly used title is the *Recommendation on Education for Peace, Human Rights and Sustainable Development*. This guide uses the term '**2023 Recommendation**'.

The 2023 Recommendation was developed in a global context of intensifying climate change and increasing threats to peace, safety and well-being, as evidenced by the spread of hate and hateful ideologies, assaults on democracy, public health emergencies and violent conflicts. While these are the pressing issues of today, the 2023 Recommendation is designed to address the root causes and drivers of these challenges, along with future threats to peace as they evolve with time and across contexts.

It updates, expands and now supersedes the *1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms* (the 1974 Recommendation), which sought to unite countries under a broad humanistic and ethical banner in which education became a driving force for global peace, international understanding and human rights. This means the revised 2023 Recommendation builds upon lessons learned and advancements made in education over the past 50 years. For example, concepts have been added that were not included in the original, such as gender equality, sustainable development, transformative education, global citizenship, social and emotional learning, health and well-being, media and information literacy, and the opportunities and risks of digital technologies.

The 2023 Recommendation commits countries to transforming their education systems so that they are better prepared to face evolving challenges to lasting peace. Countries are also called upon to guarantee that learners – of all ages and throughout life – are empowered with the knowledge, skills, values, attitudes and behaviours[2] needed to take collective action towards achieving a more peaceful, just, healthy, inclusive and sustainable future for all. The 2023 Recommendation makes clear that these are to be addressed in all formal, non-formal and informal learning settings.

The 2023 Recommendation takes a holistic, system-wide, interdisciplinary and transdisciplinary approach to education. It recognizes that education impacts our entire life and is embedded and shaped by our contexts and cultures. It also recognizes that our societies are both interconnected and interdependent. As a result, our education systems need to embody the same complexity. Moreover, the Recommendation provides a unifying framework helping to bring together many different helpful education approaches which have emerged over the years, such as Education for Sustainable Development, Human Rights Education, Peace Education, Education against Hate Speech, Global Citizenship Education etc. - all of which contribute to implementing different aspects and components of the Recommendation through addressing specific themes and issues of relevance. The Recommendation highlights that these different approaches need to work together in synergy and that education reforms need to go beyond content and be system-wide in their scope.

2 These are detailed in Section 2.2 Learning Objectives of this Guide.

How was the 2023 Recommendation developed?

Revising the original 1974 Recommendation was a two-year consultative process that involved a wide range of system actors. UNESCO consulted more than 3,000 individuals from over 130 countries, both in and out of the field of education. UNESCO also conducted a global survey, convened 10 online meetings with regional and thematic experts, and developed 8 thematic papers and technical notes reviewing the body of evidence on relevant topics to inform deliberations on what should be included in the revised 2023 Recommendation to ensure it would effectively address contemporary challenges to lasting peace.

The Director-General of UNESCO established a multidisciplinary International Expert Group composed of 21 women and men from all regions, nominated in their personal capacity based on recommendations from Member States. This Group was tasked to advise UNESCO on the revision, taking into consideration the inputs of all the consultations and papers developed. The International Expert Group helped develop the first draft of the revised 2023 Recommendation.

Member States provided written comments on the first draft which were then integrated by an Intersectoral Task Team, composed of representatives from each of UNESCO's programme Sectors, to create the second draft of the revised 2023 Recommendation.

The second draft was then discussed and negotiated – word for word, line by line – by the Member States of UNESCO over two consecutive sessions of an intergovernmental special committee meeting. It was then adopted at the 42nd session of the UNESCO General Conference in November 2023.

In line with the participatory process utilized to create it, the 2023 Recommendation is embedded with a whole-of-society approach that recognizes the values and contributions of civil society actors and suggests how to improve collaboration between all sectors of society.

The 2023 Recommendation's status in the international legal landscape

The 2023 Recommendation was adopted by consensus by UNESCO's supreme governing body, the General Conference. It is one of nine UNESCO Recommendations in the field of education and the only normative instrument to focus on the links between education, peace, human rights and sustainable development.

Recommendations are intended to influence the development of national policies and practices. These norms are not subject to ratification, but Member States are invited to apply them.[3]

3 https://www.unesco.org/en/legal-affairs/standard-setting/recommendations?hub=66535

Reading the 2023 Recommendation

1. The **Preamble** provides the 2023 Recommendation's purpose and underlying philosophy;

2. The **Definitions** (paragraph 1) provide an internationally agreed upon explanation of key terms used in the 2023 Recommendation in order to help ensure there is a common understanding of the text and its main concepts;

3. The section on **Aims** (paragraphs 2-6) explains what the 2023 Recommendation strives to achieve. It also presents a non-exhaustive list of Learning Objectives (12 in total) that a transformative education system should foster;

4. The **Guiding Principles** (paragraph 8) provide the conceptual foundation of the 2023 Recommendation and describe the 14 core values that should be embedded in all aspects of the education system for it to be transformative;

5. The **Action Areas** (paragraphs 9-63) provide concrete technical guidance on how to transform education systems. They are organized into two categories to cover:

    a. **Policy areas of the education system,** i.e. policies and laws, governance mechanisms, curriculum and pedagogy, assessment, teaching materials and resources, learning environments, and development of teachers and education personnel;

    b. **Levels and types of education,** i.e. early childhood education, primary and secondary education, higher education and research, technical and vocational education and training, adult learning and education, non-formal, and informal education;

6. The **Follow-up and Review section** (paragraphs 64-69) provides information on how Member States, UNESCO and partners can support the implementation and monitoring of the 2023 Recommendation;

7. The section on **Promotion** (paragraph 70-72) provides information on how Member States and UNESCO can promote the 2023 Recommendation;

8. The **Appendix** (at the end of the document after paragraph 72) provides a list of international instruments adopted by UNESCO and other intergovernmental initiatives that can assist readers of the 2023 Recommendation to better understand it and its implementation.

Sub-Section 2.1: Guiding Principles

The 2023 Recommendation invites education stakeholders to reform education strategies, policies, programmes and activities in line with the aims of the 2023 Recommendation to ensure they are genuinely transformative, of good quality, and contribute to the foundations for positive peace. This implies ensuring that they are aligned with the Guiding Principles contained in Paragraph 8 of the 2023 Recommendation.

The Guiding Principles provide the 2023 Recommendation's conceptual foundations. They reflect shared values that should inform, inspire and orient policies and practices at the country level to ensure education is of good quality and transformative.

What are the 14 Guiding Principles?

1. Treat **education as a public and common good**. This implies that public authorities are ultimately responsible for providing education and guaranteeing the right to education, which should be accessible to all. At the same time, because education is a shared experience and beneficial to all, it is a 'common good' that people should be able to help implement and have the opportunity to shape.
2. Ground **education in fundamental human rights** and corresponding obligations, enshrined in international law and international human rights law, including all civil, cultural, economic, political and social rights, and the right to development; and operationally direct education to promote and protect human rights.
3. Ensure **non-discrimination, inclusion and equity,** in and through education, irrespective of race, colour, descent, gender, age, language, religion, political opinion, national, ethnic or social origin, economic or social condition of birth, disability and any other grounds, as prescribed by international human rights law, and empower learners as rights-holders.
4. Promote an **ethic of care and solidarity** between peoples by cultivating compassion for others and a desire and commitment to alleviate their distress. The objective is to encourage convivial and friendly relations between people, societies and countries, as well as a sense of belonging to a common global humanity and to a community sharing a common destiny on the planet.
5. Promote **gender equality**. This is key to the realization of the right to education for all and for the empowerment of women and girls.
6. Guarantee everyone **equitable access to an education that is inclusive**, of good quality, and respectful of their identity and affiliations. This means education should encourage knowledge of each individual's history, traditions, language and culture, and those 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'.
7. Ensure that the **safety, health and well-being** of all learners, teachers and education personnel are protected and promoted in and around all learning environments.
8. Recognize **education and learning as a continuous, lifelong, life-encompassing,** holistic, humanistic and transformative process. In essence, it is about learning at all stages of life in a variety

of contexts (family, school, community, workplace, cultural sites and so on) and through diverse modalities (formal, non-formal and informal), which together meet a wide range of learning needs and demands.

9. Recognize and appreciate, without discrimination, that **all learners actively create, co-create and disseminate knowledge**. Promote awareness of this among all education policy-makers, education leaders, teachers/educators and education personnel.
10. Ensure **freedom of thought, conscience, belief and religion, as well as freedom of expression and opinion**. This includes ensuring the right to seek, receive and impart information and ideas, in all forms and all media, while prohibiting any advocacy of hatred on any grounds that incites discrimination or violence, as established in relevant international human rights law.
11. Encourage, empower, and build the capacity of individuals to proactively engage in solving problems at community, local, national, regional and global levels, notably through the **ethical and responsible use of current and future technologies**.
12. Enable **international and global perspectives in education**, underlining the binding interconnections between the local and the global.
13. Promote **intercultural and intergenerational dialogue** for cooperation and solidarity and reinforce effective communication to help develop friendly relations between and among peoples, societies and countries.
14. Raise awareness of the increasing interdependence of individuals, communities, societies, countries, natural resources and ecosystems, and cultivate an **ethic of global citizenship and shared responsibility for peace, human rights and sustainable development** for the benefit of all, within planetary boundaries.

Table 1. Resources for each Guiding Principle

Guiding Principle	For further reading
1) Public and common good	UNESCO. 2021. *Reimagining Our Futures Together: A New Social Contract for Education. Report from the International Commission on the Futures of Education*. https://unesdoc.unesco.org/ark:/48223/pf0000379707
2) Human-rights based	UNESCO. 2019. *Right to Education Handbook*. https://unesdoc.unesco.org/ark:/48223/pf0000366556 UNSDG. n.d. *Human Rights-Based Approach*. https://unsdg.un.org/2030-agenda/universal-values/human-rights-based-approach
3) Non-discriminatory	UNESCO. 2014. *Teaching Respect for All: Implementation Guide*. https://unesdoc.unesco.org/ark:/48223/pf0000227983 UNESCO. 2018. *Addressing anti-semitism through education: guidelines for policy makers.* https://unesdoc.unesco.org/ark:/48223/pf0000263702 UNESCO. 2023. *Addressing Hate Speech Through Education: A Guide for Policy-makers*. https://unesdoc.unesco.org/ark:/48223/pf0000384872 UNESCO. 2024. *Unmasking Racism: Guidelines for Educational Materials*. https://unesdoc.unesco.org/ark:/48223/pf0000388802 UNESCO & UNODC. 2019. Strengthening the rule of law through education: A guide for policymakers. https://unesdoc.unesco.org/ark:/48223/pf0000366771?posInSet=3&queryId=70279226-9b00-45f9-a917-c0cbf14c3aa1
4) Ethic of care	UNESCO. 2024. *Chapter 5: School leadership for Social and Emotional Learning.* In *Mainstreaming Social and Emotional Learning in Education Systems* (pp. 112-129). unesdoc.unesco.org/ark:/48223/pf0000392261/PDF/392261eng.pdf.multi

5) Gender equality	UNESCO. 2021. *From Access to Empowerment: Operational Tools to Advance Gender Equality in and Through Education*.https://unesdoc.unesco.org/ark:/48223/pf0000380259
6) Equitable and inclusive	UNESCO. 2005. *Guidelines for Inclusion: Ensuring Access to Education for All*. https://unesdoc.unesco.org/ark:/48223/pf0000140224 UNESCO-IBE. 2022. *Reaching Out to All Learners: A Resource Pack for Supporting Inclusion and Equity in Education.* https://www.ibe.unesco.org/sites/default/files/medias/fichiers/2023/10/unesco_bie_2021_web_inclusive_education_resrouce_pack.pdf?hub=41UNESCO. 2022. *Welcoming Diversity in the Learning Environment: Teachers' Handbook for Inclusive Education*. https://unesdoc.unesco.org/ark:/48223/pf0000384009?posInSet=1&queryId=cb8f3e30-fe66-40bc-a0b4-976b029f13ed
7) Safety, health and well-being	GADRRRES. 2022. *Comprehensive School Safety Framework*. https://gadrrres.net/files/cssf_2022-2030_en.pdf UNESCO. 2022. *Strategy on education for health and well-being.* https://unesdoc.unesco.org/ark:/48223/pf0000381728 UNESCO. 2024. *Building Strong Foundations: What is Foundational Education for Health and Well-being?* https://unesdoc.unesco.org/ark:/48223/pf0000389751
8) Lifelong learning	UNESCO-ILL. n.d. *Technical Note: Lifelong Learning*. https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/UNESCOTechNotesLLL.pdf
9) Co-creation of knowledge	Bovill, C. 2019. *Co-creation in learning and teaching: the case for a whole-class approach in higher education*. Higher education, *79*(6), 1023-1037. https://link.springer.com/article/10.1007/s10734-019-00453-w#Tab1 Teachers Institute. n.d. Co-creating Knowledge: A New Paradigm for Teachers. https://teachers.institute/learning-teaching/co-creating-knowledge-new-paradigm-teachers/
10) Fundamental freedoms	UNESCO & UNODC. 2019. *Strengthening the rule of law through education: A guide for policymakers.* https://unesdoc.unesco.org/ark:/48223/pf0000366771?posInSet=3&queryId=70279226-9b00-45f9-a917-c0cbf14c3aa1 UNESCO & United Nations Office on Genocide Prevention and the Responsibility to Protect. 2023. *Addressing Hate Speech Through Education: A guide for policy-makers*. https://unesdoc.unesco.org/ark:/48223/pf0000384872
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12) Global perspectives	UNESCO. 2015. *Rethinking Education: Towards a Global Common Good?* https://unesdoc.unesco.org/ark:/48223/pf0000232555 UNESCO-IBE. 2023. *Curriculum in Transformation Mode: Rethinking Curriculum for the Transformation of Education and Education Systems*. https://unesdoc.unesco.org/ark:/48223/pf0000387188
13) Intercultural and intergenerational dialogue	UNESCO-IEP. 2022. *We Need to Talk: Measuring Intercultural Dialogue for Peace and Inclusion.* https://unesdoc.unesco.org/ark:/48223/pf0000382874 United Nations. 2022. *Youth Declaration on Transforming Education.* https://www.un.org/sites/un2.un.org/files/2022/09/tes_youthdeclaration_en.pdf
14) Ethic of Global Citizenship, Sustainable development	UNESCO. 2015. *Global Citizenship Education: Topics and Learning Objectives*. https://unesdoc.unesco.org/ark:/48223/pf0000232993 UNESCO. 2017. *Education for Sustainable Development Goals: Learning Objectives*. https://unesdoc.unesco.org/ark:/48223/pf0000247444

Sub-Section 2.2: Learning Objectives

A non-exhaustive list of 12 **Learning Objectives** lay the groundwork for education to be a transformative experience. They are enumerated in paragraph 6, under the 'Aims' section of the 2023 Recommendation, which describes the instrument's vision. No matter the policy area and level of education of concern when using this Guide, activities and programmes should be geared towards these **Learning Objectives**.

The **Learning Objectives** act as a baseline. They span cognitive, social and emotional domains, providing a helpful starting point by orientating education around knowledge, skills, values, attitudes and behaviours needed to operate in a complex global world.

Though these 12 were agreed upon by Member States, a variety of additional meaningful learning objectives exist that support transformative education beyond what is detailed in this document and should be contextualized for local needs and realities.

What are the 12 Learning Objectives?

1. **Analytical and critical thinking** involves the ability to question norms, practices and opinions, such as unsustainable consumption and production norms, stereotypes, health-related stigmas, and social and cultural norms that impede gender equality or racial equity. It also entails critically analyzing, understanding and contextualizing complex inter-connected systems and multicultural environments, as well as understanding power dynamics and the effects of power on people and environments. Analytical and critical thinking is also needed to unpack and appreciate the interconnections between countries, populations and nature in all their diversity, and between local, national, regional and global levels of society. Learning to think from historical and philosophical perspectives can help drive this analysis.

2. **Anticipatory skills** require thinking ahead, thinking strategically, imagining scenarios and planning ahead to design and propose more sustainable, just and peaceful possibilities. Anticipatory skills are needed to act as agents of change and as such are central to developing capacity to evaluate and understand emerging and future opportunities and threats. They are therefore critical for adapting to new realities with a view to promoting a peaceful, just, equal, equitable, inclusive, healthy and sustainable future for all.

3. **Respect for diversity** entails the ability to understand, value and respect the equal dignity and rights of every person, regardless of race, colour, descent, gender, age, language, religion, or political opinion; national, ethnic or social origin; or economic or social condition throughout life, or disability. It also calls for the ability to understand, value and respect others' needs, perspectives, sensibilities and peaceful actions, and to value their diverse knowledge systems and learning activities.

4. **Self-awareness** involves the ability to be aware of one's emotions, feelings, values, perceptions and actions, as well as to reflect critically on them. It also entails the ability to manage one's own emotions, especially in relation to those of others, showing empathy and compassion to those in distress. Lastly, it means acknowledging and respecting one's role in the local, national, regional and global community.

5. **A sense of connectedness and belonging to a common and diverse humanity and planet Earth** recognizes humanity as a global community that shares responsibility for a healthy planet and for respecting the needs, rights and well-being of each other, of other living beings and of nature itself.

6. **Empowerment, agency and resilience** relate to the motivation, confidence and ability to act and respond effectively, proactively, consciously and responsibly to challenges at local, national, regional and global levels. It requires developing the ability to cope with risks, adversity, and conflicting goals and uncertainties, while also participating in creating more just societies.

7. **Decision-making skills** require abilities to assess a situation, consider possible risk-reduction alternatives and choose a relevant course of action that can contribute to peace, human rights, health and well-being and sustainability. It also calls for evaluating the impact of actions and making decisions using available information from diverse and reliable sources, as well as triangulating data.

8. **Collaborative skills** entail the capacity to engage in collaborative interactions with others through effectively communicating feelings and opinions in a constructive manner. Collaboration also relies upon relationship-building with team members, dealing with conflict when it arises, and engaging in participatory planning and shared problem-solving marked by responsible and respectful behaviour.

9. **Adaptive and creative skills** involve the capacity to be flexible, learn new skills, solve problems, adapt and embrace change. Creativity, innovation and thriving in fast-evolving environments and in diverse and shifting contexts with dynamic socio-cultural norms, enable new ideas to be transformed into actions.

10. **Citizenship skills** require the ability to act ethically and responsibly and to fully participate in civic and social life, as well as in environmental and climate action initiatives. Citizenship skills can be developed in a digital era using digital tools and can also be developed in local, national and global contexts.

11. **Peaceful conflict resolution and transformation skills** concern the capacity to deal with and contribute to the prevention, mediation and resolution of conflicts in a peaceful, constructive and negotiated manner and end cycles of violence and hostility. At an interpersonal level, it involves active listening, clear and assertive communication, remaining calm, showing empathy for the views of others through emotional awareness and fostering collaboration between people. At a societal level, it means working together with diverse individuals and system actors to create peaceful, inclusive and just communities, institutions and systems.

12. **Media and information literacy, along with communication and digital skills,** involves the ability to effectively search, access, critically evaluate, ethically produce, use and disseminate information and knowledge through various channels and technologies. It implies being able to be resilient as one detects and combats disinformation and misinformation, hate speech, all forms of violence, including gender-based violence, harmful content and online abuse, bullying, unethical business practices and exploitation. It involves understanding one's rights and responsibilities on- and off-line, the ability to ensure a healthy balance of digital and non-digital activities, and the capacity to engage in digital environments in a safe, effective, discerning and respectful way that enhances digital security and protects privacy.

Section 3

Implementing the 2023 Recommendation

Sub-Section 3.1: Considerations for system-wide implementation

As the 2023 Recommendation covers various policy areas within the education system, and all levels and types, it creates opportunities for whole-of-society and system-wide approaches aimed at replacing a series of isolated or fragmented policy proposals or practices. Taking a holistic approach to education means being concerned with the full development of the individual and improving the wider socio-cultural context. This requires sustained investment, especially financial. Additionally, no single actor, level of education or approach can alone address and implement the 2023 Recommendation. All education system actors, from planning to implementation and monitoring, are called upon to participate and act.

Furthermore, education systems are not separate from the societies, lands and social, cultural, and political contexts in which they are embedded. Users of this Guide are encouraged to be conscious of the importance of contextualizing the ideas, approaches, initiatives, and strategies found within it for education transformation to be most impactful. Being rooted in a particular context means acknowledging the specificities and particularities of both the system and the society. It means building on the opportunities and addressing pertinent challenges.

Accordingly, implementing the 2023 Recommendation requires a comprehensive, holistic and inclusive approach that cuts across planning, curriculum, pedagogy, assessment, learning environments, teacher training and professional development, and monitoring. Practically, it encourages everyone to be reflexive in their thinking and their actions when taking this integrative approach.

The remaining chapters of this Guide take up the specific levers of change one by one, with concise recommendations and advice. However, before diving into the specific aspects of the education system, questions to keep in mind for collective, contextual and system-wide change include the following:

- What will it take to coordinate across the levels and types of education named in the 2023 Recommendation? How can actors think and work together and learn from each other?
- Whose voices and points of view are currently prioritized in decision-making? Whose voices, points of view and actions are excluded or overlooked? How can stakeholders across the education system be effectively engaged?
- What are the existing strengths of the education system in relation to the 2023 Recommendation? i.e. what should the system keep doing?
- What changes are needed in keeping with the 2023 Recommendation? i.e. what should the system work towards?
- What funding is already available for implementing the changes?
- What funding gaps exist and what are the strategies to fill them?

The following Section 3.2 on Integrating in the Planning Cycle breaks these questions down further to help consider a whole-of-society and system-wide approach more comprehensively when laying out a plan for implementation.

Sub-Section 3.2: Integrating into the planning cycle

Planning and the 2023 Recommendation

The main purpose of planning, including in the education sector, is to inform the process of system change that considers and links together formal, non-formal and informal education. Planning entails building a shared vision of the future and reaching agreement around the strategic orientations and concrete actions that realize that vision. At all stages, planning pays attention to the allocation of resources, regularly monitoring progress towards the objective and adjusting the pathway. How policy-makers determine priorities and direct strategies can influence the education outcomes, including effectiveness of education institutions and partnerships, the development of curricula and textbooks, pedagogy, teacher and education personnel training and the well-being of school environments.

The 2023 Recommendation calls for a planning process that is holistic and is not top-down. Planning is a social and political process as much as it is a technical one. A variety of actors can engage and participate in the process in different ways to inform the allocation and use of resources, but proactive steps need to be taken to ensure the process is truly participatory.

What it means to integrate the 2023 Recommendation into the planning process

The implementation of the 2023 Recommendation will be particularly effective when all relevant stakeholders, especially the most vulnerable, are represented in the planning process. Governments lead the planning process and should ensure that it meaningfully engages all relevant actors, from teachers and school administrators to learners, and that it strengthens ongoing mechanisms, capacities and activities. Planners should be mindful of their role in being able to enable or constrain the participation of various stakeholders through their processes. During planning preparation, regular consultations with education administration personnel and stakeholders should define and adjust policies, strategies, activities and targets. In addition, men and women should be given equal opportunity to participate in the development of any plan. Planners can take extra measures to ensure all voices are heard by convening individuals from diverse backgrounds and fostering consensus-building among individuals, groups and communities with multiple perspectives.

Additionally, the 2023 Recommendation contains the thematic domains that the planning process needs to consider when establishing the vision and interventions for the education system. It is important to ensure there is no disconnect between those focused on planning and those focused on different aspects of the education system. It is also important that the planning process considers the many different themes of the 2023 Recommendation to ensure a more holistic approach.

Major overall considerations for implementing the 2023 Recommendation in planning

Table 2 provides major overall considerations for planning when starting to mainstream the 2023 Recommendation:

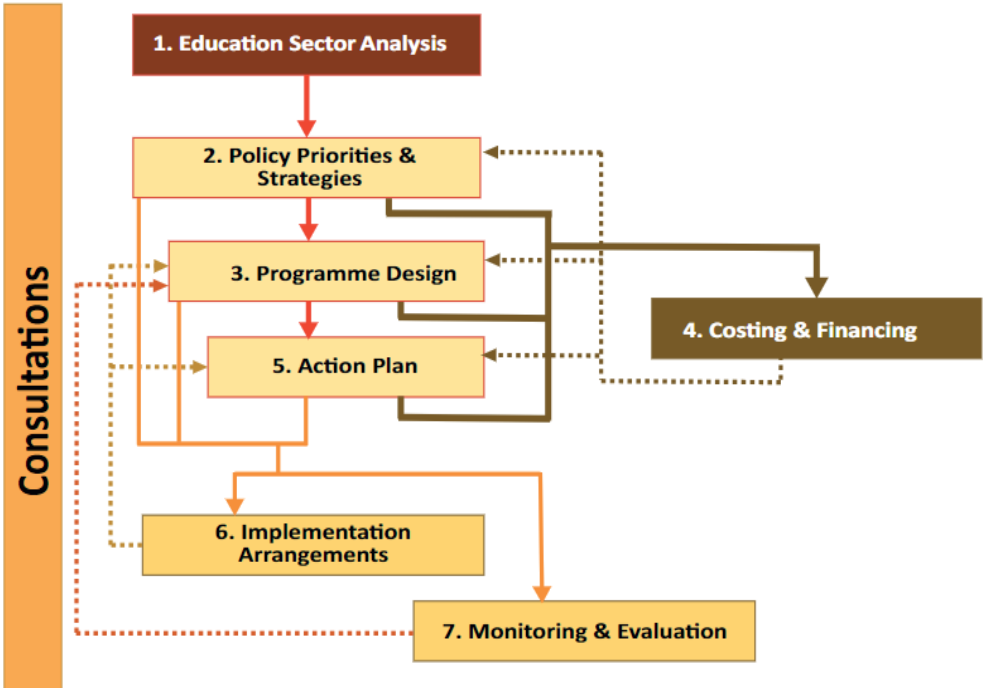
Table 2. Considerations for planning

Planning domains for education sector plans (GPE and IIEP-UNESCO, 2015)	Specific considerations when seeking to implement the 2023 Recommendation
Political, relating to the degree of political buy-in to the plan.	Garner political support for the 2023 Recommendation at all levels (from the government to the community), ensuring engagement and empowerment of the most vulnerable.
Capacity, relating to the effectiveness and skills of personnel to develop, implement and monitor education sector plans.	Ensure that relevant personnel understand the 2023 Recommendation and have what they need to translate it into action.
Contextual, including vulnerabilities to conflict, crisis, emergencies and/or disaster risks.	Integrate the principles of the 2023 Recommendation into the specific context at hand, with attention to emergency management and resilience.
Financial, referring to the adequacy and predictability of financial resources.	Ensure adequate and ongoing resources for implementation of the 2023 Recommendation. There should be equitable financing and secure resources to reach those who are usually left behind.

Key steps for implementing the 2023 Recommendation in planning

The preparation of education sector plans (ESPs) is an iterative and cyclical process that can be organized in seven main components, as illustrated in Figure 1. The whole process should be based on wide consultations.

Figure 1. Main components of the planning development process.



Source: UNESCO-IEP. 2015. Guidelines for Education Sector Plan Preparation. https://unesdoc.unesco.org/ark:/48223/pf0000233767

Table 3 provides examples of how the 2023 Recommendation can be mainstreamed into each planning component, taking into account the overall considerations detailed in Table 2.

Table 3. Mainstreaming the 2023 Recommendation in education sector planning

ESP component	Mainstreaming the 2023 Recommendation
1. Conducting the education sector analysis	**What to analyse:** ▶ Research the external factors impacting access to and quality of education, including climate change, migration, poverty, conflict and so forth in relation to infrastructure and programming needs. ▶ Understand the needs of the local economy so that educational and professional development opportunities can respond to current and future demands. ▶ Conduct a gender analysis to identify differences in gender roles, needs and aspirations; discriminatory policies, practices or programmes; and root causes of gender inequality. ▶ Assess to what extent the Guiding Principles of the 2023 Recommendation are mainstreamed into laws, policies, curriculum, pedagogy, assessment and evaluation, learning and teaching materials and resources, learning environments, and teacher development, and where there are any gaps. ▶ Analyse to what extent the fundamental human right to education is observed both for school-aged and adult populations. Pay special attention to disparities in access to lifelong learning opportunities, educational attainment and learning outcomes, as well as the health and well-being status of children and young people. **For the analysis process:** ▶ Ensure that the analysis is participatory, inclusive,[4] gender responsive,[5] crisis-sensitive[6] and pays particular attention to vulnerable/marginalized populations. → A possible entry point for having a participatory process is to draw from global networks, such as UNESCO Chairs/UNITWIN, which is a network of higher education institutions, UNESCO ASPnet, which is a network of educational institutions, and UNESCO SDG4 Youth network, which is a network of youth and student leaders in education. ▶ Widely disseminate the results and ensure they are socially validated.
2. Determining policy priorities	▶ Ensure there are opportunities for all stakeholders across relevant sectors (e.g. health, social protection, finance, economy, families, community members) to share their perspectives on policy priorities. Define appropriate channels and spaces for dialogue such as consultations, focus groups, meetings and town halls, etc. ▶ Advocate to ensure high-level political buy-in for the adoption of strategies that reflect the Guiding Principles of the 2023 Recommendation. ▶ Consider to what extent the high-level priorities reflect the overarching objectives and Guiding Principles of the 2023 Recommendation.

4 Refer to ***Education sector analysis methodological guidelines. Vol. 3: Thematic analyses*** in the Resources section of this chapter.

5 Refer to the ***Guidance for Developing Gender-Responsive Education Sector Plans in the*** Resources section this chapter, and in Guiding Principles Section 2.1. of this Guide.

6 Refer to ***Education sector analysis methodological guidelines***. Vol. 3: Thematic analyses in the Resources section of this chapter.

3. Designing education sector strategies, policies and programme	▶ In designing strategies, policies and programmes, encourage interventions that promote active citizen engagement and foster the 2023 Recommendation's learning objectives.[7] ▶ Make sure that peace, human rights, global citizenship, health and well-being and sustainable development are included across education levels, learning settings and programmes.
4. Cost and financing	▶ Ensure that there are specific budget line items dedicated to supporting the implementation of the 2023 Recommendation. ▶ When developing cost and financing projections, consider the sustainability and environmental impacts. ▶ Promote more equitable and gender-responsive allocation and efficient use of available resources. Identify gender disparities and their underlying factors, and scale up budgets, strategies and commitments that eliminate harmful gender norms in pedagogy.
5. Action Plan	▶ Consider how the Action Plan can enable the practical implementation of the key components of the 2023 Recommendation by referring back to any substantive gaps in capacity. For example, direct resources to build the institutional and human capacity of education sector staff, focusing on the most marginalized, to implement the relevant parts of the 2023 Recommendation.
6. Implementation arrangements	▶ Identify the national focal point tasked with supporting the implementation of the 2023 Recommendation and with coordinating or collaborating with non-state education actors at different levels of education. ▶ Non-state education actors working on the topics and areas of the 2023 Recommendation can collaborate with the national focal point on implementation in their respective education spaces. ▶ Identify local, and if needed, national and regional, experts on topics covered by the 2023 Recommendation and bring them in to share or conduct trainings on how to operationalize in specific contexts.
7. Monitoring and Evaluation (M&E)	▶ Ensure that within the education plan M&E framework[8] there are key indicators along with their baselines, milestones and targets that are in line with SDG Target 4.7 and the Guiding Principles of the 2023 Recommendation. **Considerations for establishing data collection and reporting mechanisms:** ▶ Ensure a careful and participatory review of progress regarding vulnerable and marginalized populations and persons, including through direct engagement with those populations. ▶ Ensure that settings where there is low connectivity or lack of resources are represented. ▶ Promote open access to data while respecting data protection and privacy. **Considerations for any evaluation:** ▶ Confirm that evaluations of implementation take all the Guiding Principles into account. ▶ Ensure that evaluation results are widely disseminated, socially validated and used to inform decision-making.

7 The learning objectives of the 2023 Recommendation are detailed in Section 2.2 of this Guide.

8 See Section 4 of this Guide on Follow-up and review.

Resources

Global Education Partnership (GPE) & UNESCO-IIEP. 2015. *Guidelines for Education Sector Plan Preparation*. https://unesdoc.unesco.org/ark:/48223/pf0000233767

GPE & UNESCO-IIEP. 2016. *Guidelines for Transitional Education Plan Preparation*. https://www.globalpartnership.org/content/guidelines-transitional-education-plan-preparation

GPE & UNGEI. 2017. *Guidance for Developing Gender-Responsive Education Sector Plans*. 2018-02-gpe-guidance-gender-responsive-esp.pdf (globalpartnership.org)

UNESCO-IIEP, UNICEF, GPE, UK Foreign, Commonwealth and Development Office. 2021. *Education sector analysis methodological guidelines. Vol. 3: Thematic analyses*. https://www.iiep.unesco.org/en/publication/education-sector-analysis-methodological-guidelines-vol-3-thematic-analyses

UNESCO-IIEP. 2022. *Planning to Fulfil the Right to Education: Methodological Guidelines and Toolkit*. https://www.iiep.unesco.org/en/publication/planning-fulfil-right-education-methodological-guidelines-and-toolkit

Sub-Section 3.3: Integrating into key policy areas

Section 3.3.1: Laws, policies, governance and partnerships

By establishing legal frameworks and policy guidelines which embed the principles of the 2023 Recommendation, governments can ensure that education systems prioritize values such as human rights, inclusiveness, promotion of sustainable development, ethics and respect of the other. Moreover, clear governance mechanisms can facilitate participation, accountability and coordination among various system actors. Overall, translation of the ideals of the 2023 Recommendation into actionable measures and initiatives is facilitated by robust and human rights-based laws, policies, strategies, partnerships, governance structures and accountability mechanisms at the national level.

Key recommendations

Recommendations for laws, policies, strategies, governance and partnerships can be found in paragraphs 10 to 18 of the 2023 Recommendation. Below are some key considerations, in line with the Guiding Principles of the 2023 Recommendation:

- **Address biases and inequalities.** Fundamental principles of equality and non-discrimination in and through the education system should be enshrined in legal frameworks. Laws, policies and strategies have a crucial role in addressing biases and inequalities through accountability for targeted actions (including financial incentives, affirmative action measures, etc). In particular, laws, policies and strategies should advance the rights of women and girls, ensuring gender equality both in and through education. Laws and policies on non-discrimination also support more equitable access to different marginalized groups.
- **Adopt context specific approaches** so that legal and policy frameworks evolve to respond to evidence, scientific advancements and context-specific education needs. Participatory and accessible decision-making processes should consider the complexity of global challenges.
- **Allocate resources.** Addressing inequality and ensuring the right to access education is a priority, especially in crisis-affected contexts and emergency situations. Legal and policy measures should ensure that financial, administrative, technical, human and material resources are mobilized to implement the 2023 Recommendation.
- **Promote flexible learning pathways** through legal and policy measures across formal and non-formal education. Institute mechanisms that recognize and credit existing qualifications and prior learning experiences.
- **Promote health and well-being** through access to information and education for all, without discrimination, and protection of teachers' and learners' safety. In schools, this means legal prohibition of all kinds of violence and protection of victims. Promoting a peaceful and non-violent environment also calls for the provisioning of school health education and services including meals, along with the

integration of quality education for health and well-being in official curricular frameworks, including comprehensive sexuality education and a focus on social and emotional learning.

- **Support teaching personnel** through legal and policy frameworks that support the professional, pedagogical and didactic development of teachers and educators, including by providing their rights to pre-service training and to lifelong professional development and in-service training. Educators' leadership and equitable participation in educational research should be ensured, and they should be included in proposing and developing education programmes in line with the 2023 Recommendation.
- **Ensure good governance and accountability** via education sector mechanisms that promote respect for the rule of law and that support regular monitoring, follow-up and reflective reviews, and accountability for all actors, including non-state actors.
- **Ensure multi-stakeholder engagement** in policy-making, monitoring, evaluation and reporting in relation to education. Local, regional, international and intercultural cooperation and exchange on education should be encouraged. Capacity-building activities, sustainable partnerships and sharing of good practices should be pursued with other Member States and relevant actors.
- **Establish or contextualize internationally agreed standards in education**. In setting out the policies, strategies and monitoring mechanisms, the planners should build on and further contextualise international frameworks and indicators, including any Standards.

Questions for consideration

Thinking about how to implement the 2023 Recommendation can be approached from a variety of angles in accordance with the context and level of education in question. While this list of diagnostic and reflective questions is not comprehensive, it can help with getting started when conducting an inventory of the system's existing strengths and gaps.

Identifying the extent to which policies, laws, strategies, and governance are already in alignment with the 2023 Recommendation

- To what extent do legal and policy frameworks guarantee the right to education and conceive of education as an instrument towards peace and sustainable development?
- To what extent do legal and policy frameworks address all biases and inequalities, in and through the education system including gender inequalities, and protect learners and teachers from all forms of discrimination?
- What policies, strategies and practices are in place to encourage physical and mental health and well-being in school? Do schools provide counseling, mental health services, and meals?
- Are there legal or regulatory provisions prohibiting all kinds of violence in and around educational institutions, including bullying, cyberbullying, gender-based and sexual violence and corporal punishment?
- Are there national and local standards for safe, inclusive, peaceful, sustainable and health-promoting physical, virtual and psychosocial learning environments?
- Are there national guidelines for schools and teachers to discuss controversial or sensitive issues in the classroom or during extra-curricular activities while providing necessary accompaniment and support?

Developing, funding and resourcing educational advancement

- How regularly are legal and policy texts reviewed to address context-specific education needs based on evidence and scientific advancements?
- How are resources allocated to address inequalities and inequities in access to and in learning results in education throughout life?
- In what ways are a wide range of stakeholders involved in law-making, policy-making, monitoring, evaluation and reporting in relation to education?
- How effective are the existing mechanisms in ensuring good governance, transparency and accountability in the funding and resourcing of educational programmes?
- How is data on educational outcomes and disparities collected and utilized to inform policy decisions?
- How are international, regional, local and intercultural partnerships and cooperation leveraged to enhance educational resources and opportunities?

Supporting needs of educational stakeholders

- How are the voices of education staff, teachers and learners included in decision-making processes at various levels of the education system?
- What rights and supports are guaranteed for teaching personnel in terms of their professional and pedagogical development?
- How is the mental health of teaching personnel addressed and supported within the education system?
- What are the policies for ensuring safe and healthy learning environments?

Implementing at different levels of the education system

The table below provides some ideas on how one might strengthen laws, policies, strategies, governance and partnerships towards a fuller implementation of the 2023 Recommendation, by level and type of education.

Table 4. Examples of possible actions for laws, policies, governance and partnerships

Level and type of education	Examples of action
Early childhood care and education (ECCE)	▶ Developing laws, strategies or policies that ensure availability of affordable and accessible ECCE services. Special attention should be given to underserved rural or remote areas through targeted support.
Primary education	▶ Implementing policies that allocate resources specifically for training primary school teachers on gender-responsive and inclusive teaching methods. ▶ Ensuring schools provide free or affordable nutritious meals. ▶ Ensuring school boards or committees supervise and monitor the implementation of policies against all forms of discrimination, violence and bullying and ensure a safe learning environment for all students. ▶ Ensuring legislative measures banning all types of violence – including bullying, cyberbullying, gender-based and sexual violence and corporal punishment – in education are in place and guaranteeing immediate intervention protocols to situations of violence, discrimination and bullying. ▶ Ensuring access to education for health and well-being in primary schools and creating health-promoting school environments. ▶ Mandating optimal teacher-student ratios across all education levels.
Secondary education	▶ Creating or strengthening mechanisms for student representation in school decision-making processes to ensure their voices are heard in matters affecting their education. For example, establishing or strengthening existing students' associations and committees, and ensuring they are represented on the school board and other decision-making bodies. ▶ Promoting policies which incentivize and promote peer mentoring and support programmes in secondary schools to foster positive relationships among students, reduce bullying and violence, and create safe and thriving learning environments. ▶ Guaranteeing and supervising immediate intervention protocols to situations of violence, discrimination and bullying. ▶ Ensuring access to comprehensive sexuality education.
Higher education	▶ Implementing policies that provide financial incentives for universities to recruit and retain under-represented groups and genders in STEM fields. ▶ Developing accreditation bodies to ensure the quality and relevance of higher education programmes. ▶ Ensuring higher education institutions have zero tolerance policies for all forms of violence.

	▶ Ensuring higher education institutions protect and uphold academic freedom and freedom of expression. ▶ Developing and implementing policies that enable the recognition of foreign qualifications, inspired by relevant UNESCO Conventions. ▶ Implementing policies to enable and strengthen innovative scientific and technological research, guided by ethical principles, in higher education institutions. ▶ Promoting the development and use of online learning platforms and digital resources to make higher education more accessible to a broader audience, including those in remote and underserved areas. ▶ Establishing frameworks that encourage collaboration between universities and international research institutions, facilitating the exchange of knowledge, resources and expertise.
Technical and vocational education and training (TVET)	▶ Developing policies that incentivize TVET providers to offer flexible learning pathways, such as part-time or evening classes, to accommodate learners with work or family responsibilities. ▶ Require TVET institutions to adopt policies that ensure the full protection of trainees from abuse, violence and harassment and guarantee appropriate responses/care for victims. ▶ Promote strategies to address gender biases and stereotyping in TVET institutions and combat discrimination.
Adult learning and education (ALE)	▶ Developing policies which promote different access points for adult learning (e.g. libraries, internet cafés, health centres, employment offices, cultural centres, etc.) to create and strengthen lifelong and life-wide learning opportunities relating to peace, human rights, global citizenship health and well-being, and sustainable development. ▶ Developing policies that promote the recognition of prior learning and life experiences in ALE programmes, and allowing learners to receive credit for skills acquired outside of formal education, especially for people on the move. ▶ Strengthening community-based oversight committees to monitor the effectiveness and inclusiveness of ALE programmes, ensure they challenge stereotypes and prejudice, and advocate for resources and support from local authorities. ▶ Establishing standards and regulations for training and supporting a cadre of adult learning educators from local communities to effectively reach and engage adults in the most remote and underserved areas.
Non-formal education and Informal learning	▶ Ensuring mechanisms for participatory decision-making in non-formal education programmes, including the involvement of learners, educators and community representatives in programme planning and evaluation. ▶ Developing policies that provide funding and resources for community-based organizations to offer non-formal education programmes targeting vulnerable groups. ▶ Legally specifying the mechanism for recognizing and accrediting qualifications pertaining to non-formal and informal learning. ▶ Strengthening cooperation with formal education institutions.

Examples

In **Portugal**, the National Citizenship Education Strategy (ENEC) integrates Citizenship and Development as a core curricular component, promoting active citizenship and human rights in education.[9] This initiative introduces significant changes, including school-specific citizenship education strategies and an emphasis on student autonomy and holistic development. ENEC defines key areas of citizenship education across education levels and encourages a comprehensive whole-school approach. Implementation involves robust teacher training, regional knowledge sharing and systematic data collection to ensure effective execution and continual improvement.

Peace education initiatives in **the Philippines** receive crucial support from the Office of the Presidential Adviser on the Peace Process (OPAPP), establishing partnerships with schools, non-governmental organizations and governmental bodies to advance peace education. Key legislative measures institutionalize peace education, underscoring the commitment to fostering a culture of peace.[10] Various legislative and policy initiatives explicitly mandate peace education, including the Bangsamoro Organic Law of 2019 which mandates peace education integration,[11] and a memorandum from the Commission on Higher Education,[12] which together highlight efforts to extend peace education across all levels of education nationwide.

In recent years, **Sierra Leone** has undertaken significant efforts to progress with civic education reforms in order to cultivate a well-informed, critically engaged and responsible citizenry. The creation of the National Council for Civic Education and Democracy (NaCCED) in 2018, the launch of the National Curriculum Framework for Civic Education in 2022, and the establishment of the Ministry of Information and Civic Education (MoICE) in 2023, are a few examples to this end.

Building on this foundation, in 2024 Sierra Leone initiated the development of a whole-of-society National Policy for Civic Education and its corresponding implementation Strategy. Through the leadership of MoICE, the development of both the policy and strategy brought together diverse stakeholders of all backgrounds and from all regions of Sierra Leone.

The National Policy and its corresponding Strategy are rooted in the history of Sierra Leone and its development goals but also in those of the continent as articulated in Agenda 2063: The Africa We Want, and the global 2030 Agenda for Sustainable Development, particularly Target 4.7. The National Policy and Strategy also adapted the 14 Guiding Principles of the 2023 Recommendation to ensure a humanistic and transformative vision of education in general, and civic education in particular.

9 The National Citizenship Education Strategy was established by Order No. 6173/2016 and complemented with Decree-Law no. 55/2018 on the curriculum for basic and secondary education. To learn more on the strategy: https://dge.mec.pt/estrategia-nacional-de-educacao-para-cidadania

10 Legislation includes Department of Education Order No. 44 (2005) declaring schools as Zones of Peace, and Executive Order No. 570 (2006): https://www.deped.gov.ph/2005/08/08/do-44-s-2005-declaration-of-schools-as-zones-of-peace/

11 Philippines: Republic Act No. 11054 – Bangsamoro Organic Law. Article IX, page 39. https://www.refworld.org/legal/legislation/natlegbod/2018/en/148171?prevDestination=search&prevPath=/search?keywords=bangsamoro&order=desc&sm_document_source_name%5B%5D=National+Legislative+Bodies+%2F+National+Authorities&sort=score&result=result-148171-en

12 CMO No. 01 - Integration of Peace Studies into the relevant Higher Education Curricula. https://www.pnuresearchportal.org/wp-content/uploads/2021/03/CMO-No.-01-Integration-of-Peace-Studies-into-the-relevant-Higher-Education-Curricula.pdf

UNESCO **Associated Schools Network (ASPnet)** operates in all regions and involves close to 4.9 million students and over 320,000 teachers around the world. Its core mandate is to promote the values of UNESCO's Constitution and the Universal Declaration of Human Rights through all aspects of school life. The Network notably encourages schools to take actions in three thematic areas: global citizenship, a culture of peace and non-violence; intercultural and heritage education; and education for sustainable development. Since the adoption of the 2023 Recommendation, national ASPnet institutions are actively supporting its implementation through community-based initiatives. For example, as part of its commitment to developing young people's civic awareness and skills to actively engage in society and to promote inclusive governance, ASPnet is supporting efforts to improve their genuine and meaningful participation in education. Working hand in hand with the SDG4 Youth & Student Network (SDG4YSN), students and ASPnet teachers are co-developing a handbook for teachers and education personnel that offers concrete support to schools, educators, and students in creating more engaging, inclusive, and student-driven learning environments. Once finalized, the handbook will be shared with all ASPnet institutions and through SDG4 networks. Trainings on the handbook will also be organized by and with students and ASPnet teachers. See the ASPnet Strategic Framework for Action for 2025-2029 for more information on the strategic positioning of the 2023 Recommendation within the ASPnet Programme.

Resources

UNESCO. 2017. *A Guide for Ensuring Inclusion and Equity in Education*. https://unesdoc.unesco.org/ark:/48223/pf0000248254

UNESCO. 2019. Right to Education Handbook. https://unesdoc.unesco.org/ark:/48223/pf0000366556

UNESCO. 2021. *Guidelines to Strengthen the Right to Education in National Frameworks*. https://unesdoc.unesco.org/ark:/48223/pf0000375352

UNESCO. 2025. *Addressing violent pasts through education: a policy guide*. https://www.unesco.org/en/articles/addressing-violent-pasts-through-education-policy-guide

UNESCO Associated Schools Network (ASPnet). 2025. *Strategic Framework for Action 2025-2029: building peaceful and sustainable futures through transformative education*. https://unesdoc.unesco.org/ark:/48223/pf0000393234

Section 3.3.2: Curriculum, pedagogy, and assessment

The 2023 Recommendation marks an evolution from educational approaches rooted in the standardization of academic subjects and content toward a more transformative educational approach, both in terms of content and learning approaches, and aimed at ensuring better and more sustainable futures. Transformative curriculum, pedagogy and assessment are understood to be:

- *Fostering universal values and a culture of peace,* while embracing cultural particularities and being grounded in their context;
- *Learner-centred and community-oriented*: sustaining the learners' integral well-being and development; understanding and supporting each individual as special and unique, taking into account their diverse context and needs, deepening the relevance of teaching and learning to their lives; and integrating the community into teaching and learning processes;
- *Holistic and systemic*: supporting the interdisciplinary, multidisciplinary, and transdisciplinary development of education policies and programmes, across all levels and domains, and meaningfully integrating curriculum, pedagogy, and assessment;
- *Action-oriented and solutions-based*: anchoring curricular, pedagogical and assessment approaches in the knowledge, skills, values and attitudes needed to act as agents of change;
- *Teacher-grounded*: empowering and strengthening teachers' competencies as co-designers, implementers and reviewers of the curriculum and pedagogy, and supporting their co-production of teaching and learning materials.

Key recommendations

Concrete recommendations on **Curriculum and pedagogy** can be found in paragraphs 19 to 30 of the 2023 Recommendation, while paragraphs 31 to 34 contain guidance on **Assessment and evaluation.** These should be directly integrated with the Learning Objectives (para. 6), which are described in Section 2.2 of the Guide. Implementing the 2023 Recommendation requires building on the above principles of transformative curriculum, pedagogy and assessment to:

- **Combine and link cognitive, social and emotional, and behavioural learning domains and experiences across curriculum, pedagogy and assessment**, for example:
  - physical education and learning through sports, emphasising teamwork, leadership and fair play, and promoting physical and mental health;
  - social science and history, connecting the past, present and future;
  - STEM education integrating skills and ethics, and seeking sustainable solutions to contemporary challenges, including the climate crisis and gender inequality;
  - teaching of languages, diversity of perspectives, communication and intercultural competencies to create informed local and global citizens, respectful relationships and inclusive societies. This includes learning the relevance of culture and arts and incorporating such activities via experiential education, fostering teacher training in local languages and dialects, and guaranteeing access to public institutions;
  - enhancing recognition, appreciation and use of diverse knowledge systems through the valorization of indigenous knowledge, indigenous and mother tongue languages, living heritage and intercultural dialogue;

- customizing assessment methods to the needs of each learner, and supporting learner development through peer collaboration and constructive feedback.

- **Ground curricular and pedagogical approaches in education for global citizenship, health and well-being, and sustainable development.** For example, by:
  - Ensuring curricula promotes an understanding of inter-linkages between local-national-regional-global issues and a sense of global and individual responsibility for our shared future;
  - contextualizing curricula, pedagogy and assessment by connecting them to learners' experiences and cultures, and adopting pedagogies grounded in local ways of knowing, being and acting in the world, including, where relevant, through decolonial transformative pedagogies;
  - ensuring gender equality through gender-transformative pedagogical approaches;
  - ensuring pedagogical approaches are student-centred, student-led, participatory and empowering, countering hierarchical teacher-student dynamics;
  - strengthening digital competencies and increasing access to digital technologies to improve learning, including media and information literacy, while safeguarding learners' and teachers' human rights and freedoms in digital and hybrid learning settings;
  - integrating climate change education into curricula and pedagogy, and across subjects, to understand the climate crisis, promote climate justice and empower learners as agents of change;
  - incorporating health and well-being education, including comprehensive sexuality education, and life skills to enable learners to enhance their well-being, make healthy choices, build positive relationships and navigate public health information effectively;
  - educating to prevent and counter prejudice, discrimination and hate speech, including via programmes that address the histories and legacies of atrocity crimes, and raising awareness of the causes and consequences of hate-based ideologies.
- **Empower and strengthen educators' competencies as co-designers, implementers and reviewers of the curriculum and pedagogy**
  - involve educators in the production of teaching and learning materials.

Questions for consideration

The following questions are designed to help review and revise curricular, pedagogical and assessment approaches in line with the 2023 Recommendation.

Contextualisation and inclusiveness

- How well are the curriculum, the pedagogical approaches and the assessments attuned to the needs, abilities, interests and learning styles of learners?
- What active, participatory and experiential teaching and learning methodologies are used, and to what extent are they accessible and tailored to the learners' individual needs?
- How diverse are assessment criteria and tools, in terms of content and the types of tools used, including for self-assessment?
- To what extent do the curriculum, pedagogical approaches and assessments meaningfully engage teachers and learners as co-creators?
- To what extent do the curriculum, pedagogy and assessments embed gender equality as fundamental for learners' development?
- To what extent does the pedagogy prioritize student-centered, student-led and student-empowering approaches?

Inter-connectedness

- Are learning experiences aimed at strengthening transdisciplinary learning going beyond individual subjects, using a more integrative approach?
- To what extent does the curriculum support the development of learners' awareness of local-national-global connections?
- To what extent do the curriculum, pedagogy and assessment contribute to empower learners as responsive and pro-active agents of change?
- To what extent does the pedagogy promote solidarity and learning opportunities between class and age groups, promoting learners' leadership, mentorship and development of social and emotional skills?

Implementing across education systems

The above dimensions can be concretely applied across various levels and types of education. The following table provides some examples to strengthen existing practices and inspire new efforts towards implementation.

Table 5. Examples of possible actions for curriculum, pedagogy and assessment

Level and type of education	Examples of actions to be taken
Early childhood care and education (ECCE)	▶ Ensure children have opportunities to acquire and use the language (for example, their mother tongue) that will facilitate their effective socialization and learning. ▶ Implement fun and play-based workshops (for example, through arts, sports and games) to stimulate learners' creativity, critical thinking and empathy.
Primary education	▶ Introduce age-appropriate education on nutrition and physical activity, understanding gender, and mental health and psycho-social well-being. ▶ Incorporate teaching and assessment of personal, interpersonal and global citizenship competencies, including through play, arts and sports. ▶ Promote team-based and project-based learning which incentivizes children to work together and co-lead on learning activities.
Secondary education	▶ Ensure regular preparatory time for educators to strengthen collaboration across different subjects and to implement contextual, challenge-based projects on topics related to peace, human rights, global citizenship, health and well-being, and sustainable development. ▶ Ensure the teaching of the curriculum prioritises skills of critical engagement and discussion, as opposed to pure content learning. ▶ Equip learners with the competencies to take care of themselves, establish and manage healthy relationships, understand sexual and reproductive health, safeguard and promote human rights, practice peaceful conflict resolution, enact sustainable practices and livelihoods, and make responsible decisions. ▶ Strengthen the portfolio of assessment criteria and tools to stimulate the development of challenge-based learning initiatives and projects. ▶ Consider adopting whole-school assessment protocols.

Higher education	▶ Ensure that education for peace, human rights, global citizenship, health and well-being, and sustainable development are co-designed with professors and learners and mainstreamed as cross-cutting issues in higher education curricula. ▶ Strengthen formal, non-formal and informal curriculum spaces for learners to engage in pre-professional practices regarding real-life challenges related to peace, human rights, gender equality, global citizenship, health and well-being, and sustainable development. ▶ Strengthen linkages with local communities and organizations to facilitate the exchange of experiences and harness opportunities offered by community-based learning.
Technical and vocational education and training (TVET)	▶ Cultivate real-life learning situations connected to learners' motivations and expectations. ▶ Ensure that education for peace, human rights, global citizenship, health and well-being, and sustainable development are mainstreamed in the TVET curricula as part of the core curriculum.
Adult learning and education (ALE)	▶ Ensure that adult learning benefits from and values the real life experiences of the students. ▶ Encourage and support collaborations between civil society and adult learning institutions in view of supporting continuous pedagogical innovation.
Non-formal education and informal learning	▶ Strengthen the participation of young people on a voluntary basis in civil society initiatives to foster the acquisition of social and civic skills. ▶ Popularize science through community-wide festivals and fairs. ▶ Raise awareness on impactful initiatives relating to education for peace, human rights, global citizenship, health and well-being, and sustainable development through digital technologies. ▶ Develop and incorporate modules on peace education, global citizenship, health and well-being and sustainable development into existing non-formal education programmes. For example, integrate values such as respect into the curriculum and emphasize practical skills such as problem-solving and collaboration.

Examples

At the turn of the century, UNESCO partnered with the Open University of Tanzania (OUT) to offer a post graduate diploma in curriculum design and development to education practitioners in Africa. This contributed to strengthening capacities regarding competency-based curricula, learning and assessment. Many African countries, including **Kenya**, **Ghana**, **Malawi**, **Nigeria**, **Rwanda**, **United Republic of Tanzania**, **Uganda** and **Zambia** are implementing competency-based approaches underpinned by the principles and practices that support transformative curricula, learning and assessment. Countries like Nigeria and Kenya are further integrating the teaching of peace and global citizenship into the curriculum.[13]

UNESCO, through the International Program on Holocaust and Genocide Education (IPHGE), and in partnership with the United States Holocaust Memorial Museum, supports the global institutionalization of Holocaust and genocide education. Since 2015, IPHGE has engaged with over 24 countries to promote context-relevant genocide education initiatives. In **Cambodia**, UNESCO collaborates with the Ministry of Education, Youth and Sport (MoEYS), the Cambodian National Commission for UNESCO, the Ministry of Culture and Fine Arts, and the Tuol Sleng Genocide Museum (TSGM) to enhance the integration of Khmer Rouge history into the national education system. A key focus of this collaboration is revising history textbooks to provide a more comprehensive account of the crimes committed by the Khmer Rouge regime. TSGM, formerly the Khmer Rouge interrogation and detention centre S-21, operates under the Cambodian Ministry of Culture and Fine Arts. The museum features a permanent exhibition and an extensive archive documenting the experiences of many victims detained at S-21. Despite its significance, much of this history remains insufficiently represented in national textbooks. To address this gap, TSGM and MoEYS are revising educational materials and integrating a more comprehensive historical context into the national history curriculum. The project not only focuses on textbook revisions but also adapts TSGM resources to support teachers in effectively delivering lessons on the Khmer Rouge period. A key aspect of the initiative is teacher training, particularly for educators in remote areas who lack direct access to the museum. The training equips teachers with the knowledge and tools to teach about the genocide independently, fostering a deeper understanding of this crucial chapter in Cambodia's history. Additionally, the training encourages educators to reflect on their personal connections to the genocide and how these experiences shape their teaching approaches. By strengthening teachers' capacity to engage with this sensitive history, the initiative aims to ensure that future generations gain a meaningful understanding of the past, contributing to broader efforts in peace education and historical memory.

The **Latin American and Caribbean** region region holds a tradition of environmental education and climate change education. This work has drawn on indigenous knowledge, while more recently embracing environmental and climate change concerns as part of a wider understanding of sustainable development. The underlying assumption is that no citizenship is viable without ensuring the sustainability of life itself; at the same time, no sustainable development is viable without citizens equipped to act accordingly. For example, Jamaica and Costa Rica include climate-related topics in their curricula from early childhood onwards. Colombia and Ecuador are making progress in terms of rethinking the relationship between sustainability and global citizenship education through curricular and pedagogical approaches. In Honduras, the focus is on promoting indigenous knowledge, as well as issues such as migration and prevention of violence.

13 Based on the IBE-Open University of Tanzania Post Graduate Diploma in Curriculum Design and Development around 2013, 2014, 2015 and thereafter the Master's Programme on the same. Thereafter, these countries embarked on reform/review of their curriculum and the process is ongoing.

Resources

Decara, C., Rask, C., & Tibbits, F. The Danish Institute for Human Rights. 2021. *Guide on Human Rights Education Curriculum Development. Furthering SDG Target 4.7 in primary and secondary schools.*

UNESCO. 1996. *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century*. https://unesdoc.unesco.org/ark:/48223/pf0000109590

UNESCO. 2002. *World Heritage in Young Hands: to know, cherish and act; an educational resource kit for teachers*. https://unesdoc.unesco.org/ark:/48223/pf0000129073

UNESCO. 2016. *Getting climate-ready: a guide for schools on climate action*. Available from https://unesdoc.unesco.org/ark:/48223/pf0000246740

UNESCO. 2019. *Educational Content Up Close: Examining the Learning Dimensions of Education for Sustainable Development and Global Citizenship Education*. https://unesdoc.unesco.org/ark:/48223/pf0000372327

UNESCO. 2021. *Getting Every School Climate-ready: How Countries are Integrating Climate Change Issues in Education*. https://unesdoc.unesco.org/ark:/48223/pf0000379591

UNESCO. 2023. *Curriculum in Transformation Mode: Rethinking Curriculum for the Transformation of Education and Education Systems*. https://unesdoc.unesco.org/ark:/48223/pf0000387188

UNESCO. 2025. *Addressing violent pasts through education: a policy guide*. https://www.unesco.org/en/articles/addressing-violent-pasts-through-education-policy-guide

UNESCO. 2025. *Mainstreaming the General History of Africa into Education Systems: the Curriculum Pathway.* https://unesdoc.unesco.org/ark:/48223/pf0000395932

UNESCO. n.d. Education for Sustainable Development for 2030 Toolbox. *Selected Resources to Develop ESD Activities*. https://www.unesco.org/en/sustainable-development/education/toolbox

UNESCO-UNEVOC. 2024. *Closing the institutional gap: Perspectives on the circular economy from selected African TVET institutions*. Bonn, UNESCO-UNEVOC. Available from https://unevoc.unesco.org/i/929.

Pedagogical tools developed by UNESCO (with ASPnet schools and teachers) that can help teachers implement GCED, ESD and intercultural understanding:

UNESCO. 2016. *Schools in action, global citizens for sustainable development: a guide for teachers.* https://unesdoc.unesco.org/ark:/48223/pf0000246888?posInSet=1&queryId=9e58d881-1e7d-43c5-89eb-8901c54310b4

UNESCO. 2021. *Trash Hack: Action learning for sustainable development – A Teacher's Guide & Classroom Posters.* https://unesdoc.unesco.org/ark:/48223/pf0000375408?posInSet=1&queryId=5352f679-b62e-4f71-8d1a-128148ad8aea

UNESCO. 2021. *Teaching and Learning with Living Heritage: A resource kit for teachers.* https://ich.unesco.org/doc/src/52066-EN.pdf

UNESCO. n.d. *Teaching and Learning with Living Heritage: Resources for teachers – intangible heritage.* https://ich.unesco.org/en/resources-for-teachers-01180

Section 3.3.3: Learning and teaching materials and resources

Using a range of sensory, physical and digital learning materials and resources and enabling students to learn at their own pace opens doors to education that lasts throughout life. When educational materials are provided in accessible formats and multiple languages, including in minoritized languages, they can tap into the knowledge of all people and give access to learning to all students. Inclusive and respectful representation including in imagery, language choice, text and materials can serve to broaden perspectives, mitigate discrimination and advance gender equality. Materials can also promote intercultural and intergenerational dialogue, fostering respect for cultural diversity, an ethic of care and solidarity, and a sense of shared responsibility for peace, human rights, health, well-being and sustainability across diverse contexts. Many stakeholders have a role in creating, distributing and providing training on such learning and teaching materials, from publishers to educators to digital centres.

Key recommendations

The focus on learning and teaching materials and resources can be found in paragraphs 35 to 38 in the 2023 Recommendation. They emphasize that Member States should ground quality teaching and learning resources in the Guiding Principles of the 2023 Recommendation by ensuring teaching and learning materials:

- **Prioritize accessibility for all** via multiple formats, languages and mediums. Everyone should have access to the resources they need and the know-how to meaningfully use them. Resources should be provided in accessible formats, for instance utilizing braille or large font size, to support learners with diverse capacities. To meaningfully reflect learners' contexts, resources should use learners' languages and include relevant cultural elements.
- **Are locally sourced.** This can involve working with local living heritage (crafts, artefacts, songs, spaces, etc.) and incorporating natural elements (i.e. sand, stones, water, plants, etc.) to teach traditional subjects such as science and history or develop transversal skills such as cooperation, problem-solving, and so forth, to inspire student curiosity in their own natural surroundings.
- **Are available through both physical and shared digital resource centres**. Open educational resources (OER) should be prioritized, as they are publicly available and are free to access, re-use, repurpose and redistribute. With Government support, resource centres and digital distributions should make materials readily available to all. They should also provide the necessary support staff, teacher education and professional training towards the meaningful use of resources in keeping with the broader aims of the 2023 Recommendation. Special attention is required to reduce the digital divide by providing additional resources, technology access and training to underserved groups as common goods.
- **Purposefully utilize digital technology** to promote interactive, experiential and intergenerational learning. In keeping with the 2023 Recommendation's Guiding Principles, digital resources should be paired with education on the participatory, ethical and responsible selection and use of digital technologies and resources. Elders can be trained by or with young people on digital technology to foster intergenerational learning.

- **Apply the highest standards of privacy and data protection** according to internationally agreed human rights frameworks and drawing on research evidence to mitigate against any risks associated with digital technologies. Ensure the safety and well-being of learners and educational professionals and address online hatred and violence, including bullying and gender-based violence, while upholding freedom of expression.
- **Support co-creation of knowledge**. Teachers, learners and communities should be involved in research and development of materials, and educational resources should in turn promote exchanges, knowledge creation, dissemination, discussion and validation. Elders and Indigenous knowledge holders should participate in the development of materials to ensure accurate and purposeful representation of indigenous knowledge.
- **Speak to learners' contexts, backgrounds and languages**, supporting their various contexts and circumstances, educational levels and learning needs. Resources should actively promote indigenous and mother tongue languages and sign languages in instruction. Relevance is easier to achieve when educators and learners are actively involved in creating and sharing materials.
- **Promote gender equality and respect for diversity**, through inclusive representation that eliminates stereotypes, hateful biases and any other element inciting discrimination, racism, misogyny, xenophobia, hostility or violence.
- **Address discrimination and hate** by actively educating against prejudices, and stereotypes including those based on gender norms, towards more just societies.

Questions for consideration

Teaching and learning materials and resources are (co)developed, disseminated and utilized by a broad range of educational stakeholders from publishers to teachers, community organizations to digital repositories. The following questions can be adapted to review existing materials and purposefully create and disseminate quality educational materials going forward.

Developing contextualized and locally relevant materials and encouraging participatory methods

- To what extent do learning materials, including digital materials reflect, and critically engage local contexts, indigenous and mother tongue languages and knowledge systems?
- To what extent are educators and learners involved in the development of learning materials, including digital materials? Does their involvement support meaningful integration of different ways of knowing, feeling, being and doing in materials?
- To what extent are the materials locally developed, sourced sustainably and giving visibility to local know-how?
- To what extent are teachers trained to analyze materials in relation to the Guiding Principles of this 2023 Recommendation, such as ensuring non-discrimination, promoting gender equality and working towards sustainability in their contexts?
- To what extent can the materials be easily adapted and reproduced by the teachers themselves?
- Do teaching and learning activities and materials incorporate social and emotional skills as well as media and information literacy, enabling safe virtual learning environments?

Promoting non-discrimination, human rights and equity

- What capacities exist for textbook and resource developers to create resources addressing peace, human rights and sustainability?
- How are learning materials vetted to ensure inclusivity of gender identity and expression, sexual orientation, race, disability, culture and religion, both through the representation of various social groups and through the underlying assumptions or biases?
- To what extent are resources vetted for the ways they promote respectful, peaceful and democratic societies, where interculturality, inclusivity and diversity are embraced?
- To what extent do resources, including digital resources, encourage the engagement of learners, and active learning?
- To what extent do learning materials across all education spaces address violence, including the histories and legacies of atrocity crimes, and actively promote mutual respect, peace and reconciliation? Are educators well prepared and well supported to work with these materials that address issues of violence, hate or social divides?

Removing barriers

- What are the barriers to accessing quality learning materials, such as cost of technology and programme licences, cost of printed materials, availability of libraries or other resource centres, or expensive fees to access academic journals? How can these barriers be removed so that all learners can access and use quality materials?
- What socio-cultural barriers exist to full and equal resource use, such as limited access to technology by girls? What is necessary to bring about the cultural shifts to support resource access by all?
- What accessibility barriers exist for learners with physical and intellectual disabilities, and how can these be removed?
- What special efforts can be made to ensure continued access in contexts characterized by natural disasters, public health crises, political crises, displacement, poverty or inequity?
- Are educators trained on Universal Design for Learning (UDL)[14] to ensure that teaching strategies, pedagogy and materials are accessible and meet the diverse expectations and needs of all learners for learning and well-being?

Ensuring privacy, safety and well-being

- To what extent are digital learning platforms and resources governed to protect learner privacy and insure against the sale of learner data?
- To what extent does the governance of digital environments guard against hate and ensure the safety and well-being of all, especially those from marginalized groups or in vulnerable situations?
- How is the use of generative AI tools in creating learning materials evaluated and guided to ensure appropriateness and ethical conduct, and to promote teachers' and students' agency?

14 Universal Design for Learning (UDL) is a framework to design accessible and inclusive learning environments. The key components of UDL are to ensure flexibility and accessibility in the ways information is presented, the way students respond or demonstrate knowledge and skills, and the way they are engaged in the learning process (e.g. with the course content, interactions with peers and instructors etc.); and in addition to reduce the barriers in instruction by providing appropriate accommodations and support. ***Source:*** https://www.unesco.org/en/communication-information/odl-guidelines/guidelines

Implementing across education systems

Each level and type of education raises unique considerations for purposefully developing quality teaching and learning materials and resources. The following table provides some examples of considerations for implementation.

Table 6. Examples of possible actions for learning and teaching materials and resources

Level and type of education	Examples of action
Early childhood care and education (ECCE)	▶ To support multilingual education, provide visual and physical resources that encourage learners to work orally across various languages, both familiar and new. ▶ Develop simple learning materials from local resources, rooted in the daily life of students. ▶ Develop a repertoire of play materials easily available in local communities that support exposure to topics of peace, human rights, global citizenship, health and well-being, and sustainable development through play. ▶ Invite knowledge holders such as elders to engage with young children and compensate them for their participation. ▶ Ensure resources actively challenge all forms of stereotypes, prejudice, discrimination and violence.
Primary education	▶ To create inclusive learning environments, ensure all learners can see themselves in learning materials and can access the materials in adequate formats. Ensure all races, genders, persons with disabilities, cultural views, language groups and religions are represented without discrimination, stereotype or bias. ▶ Work with learning materials drawn from the surrounding natural and built spaces to promote awareness of the environment. ▶ Incorporate art and culture as learning aids, encouraging teamwork and individual expression. ▶ Begin to foster media and information literacy by showing children how online spaces can be used to create images and stories, both real and fake, to start to teach them critical digital engagement skills.
Secondary education	▶ According to learner interests, languages and backgrounds, incorporate tangible and intangible heritage from the local area into formal learning across subject areas. ▶ Review learning materials for opportunities to include concepts and themes around global citizenship, human rights, inclusivity and peace across different subjects. ▶ Encourage student-led projects based around materials and resources on global cooperation and citizenship. ▶ Where learning materials reflect colonial histories and knowledge, review and update them to repair past harms. For instance, remove colonial biases, celebrate the contributions of colonized groups and legitimately represent indigenous knowledge.

Higher education	▶ Provide funding to support open access academic publishing. Encourage academics to publish open access through supportive tenure and reporting processes. ▶ Encourage research into issues of global citizenship, human rights, sustainable development, including through engagement with UNESCO chairholders. ▶ Support exchange programmes which enable student immersion in foreign cultures and support international solidarity. ▶ Create connectivity infrastructures that support participation of scholars from all regions and groups in global academic dialogue.
Technical and vocational education and training (TVET)	▶ Form partnerships and cooperation with stakeholders in public and private spheres to help make open access digital resources more available. ▶ Build capacity of learners to access, use, adapt, redistribute and develop open access resources.
Adult learning and education (ALE)	▶ Provide opportunities to adult learners to develop skills in using new technologies. ▶ Ensure adult learning materials are accessible to learners with different capacities. Use adaptive technologies or provide human resources for additional support.
Non-formal education and informal learning	▶ Where cultural institutions reflect colonial histories and knowledge, review and update them to repair past harms. For instance, remove colonial biases, celebrate the contributions of colonized groups and legitimately represent indigenous knowledge. ▶ Mobilize non-formal learning spaces to educate for creativity and innovation to address current sustainability challenges. ▶ Create content moderation regulations for social media platforms to ensure accuracy and reliability of information. ▶ Recognize, develop and leverage materials inherent to the natural and built environment, such as parks, spiritual sites, civic buildings and monuments.

Examples

The Global Digital Library[15] stores a variety of high-quality open educational resources tailored for early grades. These resources are accessible via web, mobile and print format. Notably, UNESCO has undertaken initiatives to support various countries through translation campaigns, particularly focusing on under-served and indigenous languages. For example, books have been translated into five minority languages in **Bangladesh**, 12 languages in **Ghana**, and 31 local languages across **Indonesia,** driving unprecedented access and language revitalization.

A resource that supports teacher education and practice, the Peacebuilding Training Guide for **Ethiopia** (2020)[16] contains teaching materials that support active, experiential, collaborative and discussion-based learning for peace. Through a contextual approach, the guide provides background on the conflict in Ethiopia, subsequently exploring the roles of all people in building peace, including women. Grounded in transformative pedagogies for peacebuilding, the teaching materials provided are grounded in foundational peace-building concepts and skills but support learners towards critical and creative participation in creating a more just, peaceful society.

15 Global Digital Library. n.d. https://digitallibrary.io/

16 UNESCO. 2020. *Peacebuilding Training Guide for Ethiopia*. https://gcedclearinghouse.org/resources/peacebuilding-training-guide-ethiopia

Resources

UNESCO. 2019. *Recommendation on Open Educational Resources*. https://www.unesco.org/en/legal-affairs/recommendation-open-educational-resources-oer

UNESCO. 2020a. *Peacebuilding Training Guide for Ethiopia*. https://gcedclearinghouse.org/resources/peacebuilding-training-guide-ethiopia

UNESCO. 2022. Using Digital Tools to Support Classroom-based Sexuality Education. https://unesdoc.unesco.org/ark:/48223/pf0000383112

UNESCO. 2023. *Guidance for Generative AI in Education and Research*. https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research

UNESCO. 2024. *Unmasking Racism: Guidelines for Educational Materials*. https://www.unesco.org/en/articles/unmasking-racism-guidelines-educational-materials

UNESCO. 2025. *Languages Matter: Global Guidance on Multilingual Education*. https://unesdoc.unesco.org/ark:/48223/pf0000392477

UNESCO. n.d. *Teaching and Learning with Living Heritage: Resources for Teachers*. https://ich.unesco.org/en/resources-for-teachers-01180

UNESCO-IICBA. 2023. *Teaching to prevent atrocity crimes: a guide for teachers in Africa*. https://unesdoc.unesco.org/ark:/48223/pf0000386136?posInSet=1&queryId=2173ca5e-90d5-4864-ba6d-a2887e68a03d

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (TVET). n.d. *Open Educational Resources in TVET*. https://unevoc.unesco.org/home/Open+Educational+Resources+in+TVET

Section 3.3.4: Learning environments

Learning environments extend beyond traditional classrooms and school premises to homes, community, cultural and natural spaces, such as museums, heritage sites and natural parks or reserves. They also extend beyond physical spaces to include digital and hybrid spaces where diverse learners and communities meet, connect, interact, learn and co-create values and norms necessary to shape rich educational experiences towards long-lasting peace and sustainable development.

Learning environments are influenced by, and must inevitably respond to, contexts and their specific issues. Significant challenges persist in ensuring that learning environments are adequately furnished, truly accessible, inclusive, safe from all forms of discrimination and violence, healthy, adaptable and enabling for all, both learners and teachers. To work towards this, barriers such as socio-economic inequities, geographical, cultural and linguistic barriers, and deficiencies in infrastructure, need to be addressed. Equally, persistent issues like racism, gender-based violence and hate speech, which hinder safety and negatively impact learning outcomes, need to be urgently addressed. Lastly, the rapid integration of digital tools introduces opportunities for broadening education but also brings new challenges like the digital divide and cyberbullying, which require action to ensure inclusivity and the safety of virtual learning spaces.

The imperative for change is clear: everyone must act to cultivate learning environments that help learners to flourish and that protect and empower every learner, teacher and educational staff member. Such efforts are only possible through systemic changes that transform learning environments into more accessible, safe, healthy, and inclusive spaces that promote human rights and advance the collective pursuit of a more educated, just, equitable and peaceful world.

Key recommendations

In paragraphs 39 to 41, the 2023 Recommendation outlines the following key actions to improve learning environments, with considerations for different contexts:

- **Ensure inclusivity and safety** through learning environments that protect both physical safety and psychosocial well-being. This involves ensuring that all physical and digital learning spaces are accessible to everyone, with special attention paid to those who have traditionally been excluded as members of vulnerable or disadvantaged groups, due to such factors as disability, gender, indigeneity, minority status, refugee, migrant or displaced person status, health, occupation or crisis. Facilities should accommodate diverse learning expectations and needs and be equipped to challenge biases and promote cultural diversity. Learners must be protected from bullying and all forms of violence within all learning environments, including online threats like cyberbullying, gender-based violence or violence arising from conflicts.
- **Support life-wide and lifelong learning** through diverse educational settings that offer varied and complementary learning experiences, including experiential learning and social internships. This broadens access to education and enriches learners' experiences, ensuring that educational opportunities continue throughout life and across different settings. For example, learning can take place in the workplace, in museums, natural sites, sports clubs, cultural sites, community or health centres, performing arts venues, public spaces and more.
- **Promote inclusive participation** by encouraging the active involvement of all learners and teaching personnel, families and communities, including those from vulnerable or disadvantaged groups, in educational policy-making and in the governance of learning environments. This includes fostering environments where students, families and communities can meaningfully contribute to the creation of safe and inclusive spaces.

- **Provide supportive infrastructure and services**, including water and sanitation facilities, adequate staffing and specialized services tailored to learners' expectations and needs. This may include child care, youth services, school health services, mental health and psycho-social support, nutritional programmes and referrals to specialized health and protection services. Financial assistance, such as scholarships, school meals, and transportation should also be provided to support learners from less privileged backgrounds.
- **Leverage technology for equity and inclusion, and expand digital access to education to prevent and address the digital divide.** Develop safe, inclusive and accessible digital learning platforms equipped with adequate safeguards to ensure that digital technologies contribute to reducing barriers to education and that they constitute safe, limitless learning spaces, protect personal and sensitive data and shield learners from online violence and bullying.

Questions for consideration

Reflecting on the following questions may help operationalize the key recommendations to uphold the rights, safety, and well-being of all participants in learning environments.

Promoting non-violence, inclusivity, human rights and sustainable development

- How effectively are current learning environments designed to be safe, inclusive and accessible for all learners, particularly those from vulnerable and marginalized populations?
- What measures are in place to ensure all learning tools and platforms are inclusive and secure against all forms of violence and discrimination?
- How are educational authorities addressing the need for infrastructural and psychosocial support and services that promote physical and mental health and well-being and enhance learning experiences, especially in countries affected by crises?
- How are different forms of violence across learning environments identified and addressed through education and school policies, as well as teaching and learning practices?
- How are educational institutions integrating sustainable practices and promoting connection with nature within learning environments?
- Do schools have greening targets and do they conduct periodic school climate audits?
- Do schools regularly audit and assess physical, virtual and psychosocial learning environments to ensure compliance with established standards not only for learning, but also for protection, safety and inclusivity?
- Do schools integrate national and/or local standards for safe, inclusive, sustainable and health-promoting physical, virtual and psychosocial learning environments into planning and design?
- Have schools developed system-wide anti-violence/bullying policies and programmes, including clear protocols for intervention and support?
- Have schools developed codes of conduct for zero tolerance of all forms of racism, discrimination and violence, and are they implemented and enforced?
- Does the school connect all learners and educators with essential protection, services, care and support for health and well-being?

Learning beyond traditional classrooms

- Do educational policies promote integration of digital, natural and cultural sites into the curriculum and activities to foster learning beyond traditional classroom settings?

- Are students empowered to actively contribute to their own education and encouraged to learn from each other (peer learning opportunities) in a structured manner?
- Is place-based learning incorporated to strengthen cultural and environmental awareness, education relevance, collaboration and engagement among learners, and connection with communities?
- Do schools make efforts to expand physical, digital and blended learning spaces for more dynamic and comprehensive learning experiences?

Engaging educators and learners in shaping learning spaces

- To what extent is school leadership equipped with the necessary capacities, mechanisms, tools and procedures to ensure that learning spaces are free from all forms of discrimination and violence?
- Are students assigned leadership roles in schools, such as coordinators of activities or facilitators of discussions, and are they provided with the opportunities to play an active role in learning instead of only receiving information?
- Are there measures and opportunities for participation of learners, families and educators in educational decision-making?

Implementing across education systems

The table below outlines examples of various actions aimed at improving learning environments at different levels and types of education.

Table 7. Examples of possible actions for learning environments

Level/type of education	Examples of action
Early childhood care and education (ECCE)	▶ Strengthen mechanisms, such as Parent-Teacher Associations (PTAs), or establish new platforms and school-community partnerships to educate parents about safe learning environments for children. For example, convene PTA working meetings or sessions on different topics, or host school-community-wide cultural, artistic or sporting activities that bring all members together. ▶ Develop and implement parent and caregiver training to support parents in their role as carers for children, including on issues like the safe introduction of digital devices, covering topics like parental controls, privacy, online risks and ways to enhance children's resilience, and critical thinking and kindness before their online activities commence.
Primary education	▶ Design and implement inclusive sporting events that are adapted to include all children, regardless of gender or physical ability, to promote physical health and teamwork in supportive settings. ▶ Establish wellness corners in schools where students can interact with nature and engage in relaxation and stress-relief activities, such as reading, journaling, drawing, mindfulness and meditation. ▶ Work with students to decorate classrooms with their artwork, instilling pride in work and making classrooms more friendly and appealing to young learners. ▶ Promote circular and small group seating arrangements in the classroom. ▶ Provide peer mentorship programmes where older students guide younger ones, promoting a culture of care and support that extends beyond academic learning. Such programmes can be extended beyond the formal to include sports, cultural and artistic domains.

	▶ Create outdoor learning spaces on school grounds to foster connection with nature. ▶ Promote school outings to local cultural, heritage and natural spaces to support student learning outside the classroom. ▶ Promote student-led and group assignments. ▶ Set up eco-delegates in schools to promote climate-friendly action and foster environmental protection at school. ▶ Provide meals at school to ensure all learners have the nutrition they need to learn and thrive. ▶ Ensure safe, gender-transformative and inclusive learning spaces with comprehensive sexuality education and measures to prevent and respond to school-related gender-based violence.
Secondary education	▶ Ensure participation in the design of learning environments, for example through participatory budgeting practices whereby learners provide input into how funds are spent to improve school infrastructure. ▶ Provide peer mentorship programmes where older students guide younger ones, promoting a culture of care and support that extends beyond academic learning. ▶ Establish student-led clubs, groups or associations on issues such as health and well-being, sustainability, inclusion and gender equality, peace, human rights and global citizenship among others. Ensure that these platforms enable peer learning but most importantly include learners in all aspects of decision making (e.g. development of school-wide codes of conduct, learning content, sporting and cultural activities and so on). ▶ Promote school outings to local cultural, heritage and natural spaces to support student learning outside the classroom.
Higher education	▶ Strengthen collegial governance and involve students at every level of institutional decision-making. ▶ Provide mental health first aid training for students and staff to recognize and respond to mental health issues, creating a supportive environment that addresses the mental health needs of the university community. ▶ Provide institutional resources and support for civic, community- and field-based activities such as field trips, community-wide fairs and festivals among others. ▶ Co-create spaces with learners where they can go to either relax or discuss in confidence (with each other or with the staff) mental health-related issues. Such spaces should augment overall efforts to ensure that all spaces are safe, inclusive and supportive of such conversations. ▶ Host diversity and inclusion seminars that address topics such as intercultural competencies, anti-discrimination practices (including gender-based discrimination) and inclusive communication to enhance the campus culture.
Technical and vocational education and training (TVET)	▶ Strengthen the capacities of students to co-create spaces that are safe, inclusive and supportive. For example, include peer-to-peer training or programme modules on issues such as physical and mental health and well-being, violence (both online and offline) and how to address them. ▶ Promote mentorship models and hands-on learning utilising local spaces and knowledge and partnering with community representatives.

Adult learning and education (ALE)	▶ Ensure flexible learning options to accommodate the diverse needs of adult learners, ensuring that education is accessible to all. ▶ Host community health workshops that address topics relevant to adult learners, such as stress management, nutrition, sustainable lifestyles, citizenship participation and accountability, and chronic disease prevention.
Non-formal education and informal learning	▶ Create mobile play booths/spaces which bring games and support inclusive play in different neighbourhoods and encourage children to interact in a safe environment. ▶ Create mobile learning libraries that provide learning materials, internet access and resources on employment opportunities and conflict resolution, promoting lifelong learning and digital inclusion in remote or underserved areas. ▶ Hold community festivals that celebrate learning through workshops, performances and exhibits. Offer sessions on civic engagement and community resilience, encouraging community participation and lifelong learning.

Examples

In **Yemen**, in piloting and localizing UNESCO's global framework for Happy Schools,[17] teachers were trained on fundamentals of positive psychology which they later applied to their classrooms, rearranging layout, adding student-made decorations and increasing students' opportunities to share their work with each other, among other activities. Such small, inexpensive changes enhanced student creativity and cooperation and reduced anxiety, effectively fostering a more positive and inclusive school environment.

The Dutch Healthy School Programme[18] aims to promote health and safety in primary and secondary schools across the **Kingdom of the Netherlands**. It focuses on integrating health promotion into the school's policies and activities, with schools selecting relevant health themes, such as health education, school environment and student well-being. Schools are encouraged to develop their own initiatives, often with financial support, to create healthy and safe learning environments that address physical, emotional and social aspects of health. As part of a broader European effort to promote health in schools, the programme helps schools tailor their health-promoting activities to local needs while aligning with international best practices.

In **Argentina,** an entirely off-the-grid and self-sustainable building houses a primary school that caters for a small community by a seaside lagoon that is a UNESCO wildlife reserve. The building is dependent upon its inhabitants' daily nurture and care. For example, among other features, its water system includes collecting rainfall to sustain an indoor vegetable garden that provides food for the community and helps stabilize indoor temperature and humidity. Thus, the learning environment is in itself a teacher, in line with the institutional aim of fostering a culture of harmonious coexistence with very precious natural surroundings.[19]

17 UNESCO. 2024. *Why the world needs happy schools: Global report on happiness in and for learning*. https://unesdoc.unesco.org/ark:/48223/pf0000389119

18 Netherlands National Institute for Public Health and the Environment. 2018. https://www.rivm.nl/en/healthy-school

19 Monitoring and evaluating climate communication and education project. N.d. https://mecce.ca/case_study/case-study-argentina/
The full report is available for download here: https://mecce.ca/publications/the-whole-school-approach-in-action-a-year-with-primary-school-no-12-mar-chiquita-argentina-case-study-full-report/

UNESCO **ASPnet** has been supporting whole-school approaches to ESD and GCED, which take learners out of the classroom and into their communities to learn as they do and help build more sustainable and just communities. For example, the Sandwatch Project is a global educational initiative that originally started in 1998 in the Caribbean ASP Network and has expanded to over 50 countries worldwide. Participants engage in activities such as measuring beach erosion, assessing water quality, and documenting human impact on the environment. Its interdisciplinary approach not only enhances scientific literacy but also fosters community engagement, cooperation, and resilience to climate change. It also teaches that education goes beyond the classroom and involves all segments of society. The activities of Sandwatch and the involvement of young people in their work have brought communities from far and wide to work together on a common goal and enabled young people to experience a more holistic learning environment.

Resources

UNESCO. 2002. *World Heritage in Young Hands: to know, cherish and act; an educational resource kit for teachers*. https://unesdoc.unesco.org/ark:/48223/pf0000129073

UNESCO. 2024a. *Green School Quality Standard: Greening Every Learning Environment*. https://unesdoc.unesco.org/ark:/48223/pf0000390028

UNESCO. 2024b. *Why the World Needs Happy Schools: Global Report on Happiness in and for Learning*. https://unesdoc.unesco.org/ark:/48223/pf0000389119

UNESCO & UNICEF. 2024. *Building Strong Foundations: How to Include the Whole School in Foundational Education for Health and Well-being*. https://unesdoc.unesco.org/ark:/48223/pf0000389753

UNESCO & WHO. 2021. *Making Every School a Health-promoting School: Global Standards and Indicators*. https://unesdoc.unesco.org/ark:/48223/pf0000377948

Section 3.3.5: Development and training of teachers, education personnel and educators

Teachers and educators are at the heart of education. But the teaching profession needs support so that it can be transformed into a more well-respected, empowered and qualified workforce that is provided with adequate recognition, remuneration and protection; that prioritizes collaboration over competition; adopts pedagogies of care, compassion and solidarity; co-creates and delivers content that is contextual and that empowers learners to develop critical engagement as well as social and emotional skills and to lead positive societal transformation. This transformation calls for a change in paradigm from seeing teachers and teaching personnel as mere receivers of policies, frameworks, curricula content and pedagogical dictates, to relating to them as reflective practitioners, knowledge producers and policy partners. It also requires supporting teachers to have the skillset to deliver materials in ways that are learner-centered and which focus as much on teaching skills as on content.

However, challenges persist – from unattractive salaries and difficult working conditions to lack of adequate training or career development opportunities, among many others. The 2023 Recommendation reiterates the urgency of removing these barriers. It also emphasizes the importance of teacher-led, lifelong and life-wide capacity-strengthening to ensure that teachers and educators embody the very knowledge, skills and values to be fostered in current and future generations. This is critical, particularly for efforts that aim to realize a vision of education and the wider world that the 2023 Recommendation advocates – a vision of peace, human rights, health and well-being, and sustainability.

Key recommendations

The 2023 Recommendation presents an opportunity to reimagine and recommit to the development of teachers, education personnel and educators as prominent actors in the transformation of education, as outlined in paragraphs 45 and 46. Implementation of the 2023 Recommendation calls for:

- **Recognizing, motivating and empowering teachers toward transformative change**. The 2023 Recommendation emphasizes the role of teachers and education personnel in furthering the aims laid out therein. It calls on education systems to 'recognize their contribution, to hear their voice, and to improve their status and working conditions, valuing their role in society, trusting, selecting, supporting, preparing and certifying them to support the aims of this Recommendation'.[20]
- **Providing system-wide investments in professional development and learning opportunities that engage teachers and provide a coherent and integrated approach to pre-service training and in-service professional development**, building a culture of on-going learning, along with the trust and confidence of teachers and providing them with the most up-to-date, evidence-based, professional content and pedagogies, and opportunities for debate and dialogue. The 2023 Recommendation does not assume that teachers are already familiar or at ease and/or in agreement with the Guiding Principles and concepts, such as human rights, global citizenship, peace, comprehensive sexuality education or digital technologies. Professional development happens in collaborative and community settings. It occurs through different modalities – on and offline – to help build capacity in digital technologies and global citizenship.

20 Paragraph 42 of the 2023 Recommendation. Available here: https://www.unesco.org/en/legal-affairs/recommendation-education-peace-and-human-rights-international-understanding-cooperation-fundamental?hub=87862

- **Encouraging the cultivation of educators' own global citizenship, which is informed by their own local contexts**. Professional development should relate to teachers not only as practitioners but as intellectuals. Educators can be supported to better understand the 2023 Recommendation as well as their positions in their local and national contexts and in the broader world, and to analyze and address the challenges of their immediate contexts, including the classroom, school, community and beyond. Accordingly, professional development should strengthen this local and global knowledge and awareness, as well as the dispositions and competencies to act along the lines of the 2023 Recommendation's Guiding Principles.
- **Providing educators with opportunities to participate and collaborate in exchanges**, **as well as robust interdisciplinary networks and environments**. This begins with ensuring that the teaching workforce is diverse and mirrors the rich tapestry of the wider community. It also includes linking educators with other public institutions, associations and networks of system actors, including teachers, other education personnel, learners, education authorities, local communities, cultural professionals, artists, Indigenous Peoples and their heritage-bearers, parents, and caregivers. Dialogue and collaborative approaches can support effective practices and the co-development of education programmes, initiatives, materials and resources. Educators should also be given opportunities to collaborate with teachers from other disciplines and to co-create new materials and resources aligned with the 2023 Recommendation.
- **Cultivating safe environments for educators**. Educators' physical and psychosocial safety should be guaranteed. As part of their lifelong learning and professional practice, teachers should have access to information and the ability to express their opinions freely. Teaching and learning environments must be free of violence and protected from conflict and teachers supported to teach on sensitive topics, such as dealing with the past. This requires listening to teachers' needs and also engaging with parents and communities.
- **Enabling educators to collaborate and exchange with each other on sensitive topics.** Teachers need both pre- and in-service training, including for social and emotional learning and related pedagogies, to address the wider political aspects of education. Teachers should be prepared to provide rights-based, gender-transformative and quality comprehensive sexuality education; education for dealing with eco-anxiety and climate change; and peace, conflict and human rights education that involves having to grapple with topics such as violent pasts and preventing hate speech. Since this education involves challenging socio-cultural structures, as well as developing skills for critical but empathetic engagement, it is essential to create spaces for teachers to constantly question and discuss difficult topics. They should also feel like they are part of a larger community of practice and be supported through ongoing training, teaching materials and a supportive administration. Most importantly, such self-reinforcing camaraderie can also contribute to bridging the social and emotional gulf between teachers, and between learners and teachers and the wider school personnel, allowing each to be vulnerable and supported at the same time.

Questions for consideration

Those across the education system – including officials making policy related to educators, teacher trainers, education personnel, administrators and other roles, both inside and beyond formal education – may reflect on the 2023 Recommendation's implications for educators from a variety of angles, using these questions.

Training

- To what extent does teacher training onboard and prepare new teachers to address current local, national and global issues in an interdisciplinary manner with their students?
- Are teaching standards, including codes of conduct, co-created with teachers and informed by principles of democracy, peace, human rights, sustainability, health and well-being, and global citizenship education?
- To what extent are teachers trained in culturally relevant pedagogies and in addressing and transforming past legacies, e.g. of colonialism or past atrocities?
- Are teachers trained on gender-transformative pedagogies (pre-service and in-service)?
- What mechanisms are in place to enhance flexible learning pathways through the recognition and accreditation of qualifications and prior learning experiences?
- What training opportunities are provided to educators to adopt learner-centered teaching methodologies, to help develop learners' critical thinking and social and emotional skills?
- What training opportunities are provided to educators to develop knowledge on diverse cultures, knowledge systems and ways of being, and global awareness and understanding of digital technology to help enhance their teaching of human rights, peace, sustainable development, and global citizenship?
- What training opportunities are offered to teachers to develop knowledge on digital technologies and media and information literacy for themselves and for students?

Ongoing professional development

- What continuing learning and training opportunities are offered to educators to keep abreast of current developments and best practice?
- How is the education system supporting teacher professional development in connection with other key system actors?
- How are the educational capacities of cultural professionals and practitioners supported?

Collaboration, exchange, and freedom of expression

- To what extent does the education system provide teachers with the agency, autonomy, time and resources to create, collaborate, dialogue and research, including across disciplines and schools?
- Are all educators able to access the information and skills they need, and are they provided with spaces to safely question, challenge, debate and dialogue with other system actors?
- Do funding programmes support teacher exchanges, both nationally and globally?
- To what extent do policies support educators' freedom of expression, debate and sharing of opinion?

Implementing across education systems

Table 8. Examples of possible actions for development of teachers, education personnel and educators

Level and type of education	Examples of actions to be taken
Early childhood care and education (ECCE)	▶ Strengthen capacities of teachers and the wider teaching profession, including by providing them with free and accessible resources, and supporting them towards ensuring that they are aware of and strive to level structural inequities and inequalities through their teaching. ▶ Provide professional development opportunities that include play-based approaches and social and emotional learning methodologies, rooted in peace, human rights, gender equality, sustainability, social and emotional learning and global citizenship education.
Primary education	▶ Cultivate a network of professional learning and research communities for primary teachers to share effective practices for teaching peace, human rights, climate change, health and well-being, global citizenship education and education for sustainable development. ▶ Build the capacity of teachers and educators to integrate social and emotional learning and other affective pedagogies. ▶ Provide support to teachers to learn how to adopt learner-centered teaching methodologies. ▶ Involve teachers in decision-making at the school level and guarantee freedom of expression and opinion of instructors and educational personnel, especially the most marginalized (e.g. women, minority groups, Indigenous Peoples). ▶ Support national and global teacher exchanges to enhance global awareness and intercultural and inter-disciplinary learning.
Secondary education	▶ Allocate time to teachers to learn and exchange on implementing challenge-based learning initiatives across subjects, levels and grades. ▶ Foster interdisciplinary communities of practice for teachers focused on peace education, human rights, climate change, health and well-being, global citizenship education and education for sustainable development. ▶ Build the capacity of teachers and educators to integrate social and emotional learning and other affective pedagogies. ▶ Provide support to teachers to adopt learner-centered teaching methodologies. ▶ Involve teachers in decision-making at the school level and guarantee freedom of expression and opinion of instructors and educational personnel, especially the most marginalized (e.g. women, minority groups, Indigenous Peoples). ▶ Support global teacher exchanges to enhance global awareness and intercultural learning. ▶ Provide support for teachers on teaching about difficult pasts.
Higher education	▶ Ensure that issues related to peace, human rights, climate change, health and well-being, global citizenship education and education for sustainable development are mainstreamed as cross-cutting issues in teacher education and teacher professional development initiatives.

	▶ Guarantee freedom of expression and opinion of instructors and educational personnel, especially the most marginalized (e.g. women, minority groups, Indigenous Peoples). ▶ Strengthen collegial governance and inclusive decision-making in higher education.
Technical and vocational education and training (TVET)	▶ Provide interdisciplinary learning for TVET instructors to support contextualization of technical and skills training and mainstreaming of global citizenship education. ▶ Encourage apprenticeships, work-based learning, recognition of prior learning and other measures to encourage intergenerational and non-formal learning. ▶ Guarantee academic freedom of expression and opinion of instructors and educational personnel, especially the most marginalized (e.g. women, minority groups, Indigenous Peoples).
Adult learning and education (ALE)	▶ Support networks within the ALE community anchored in cultivating global awareness and growth among adult learners. ▶ Develop digital resource hubs for teachers of adult learners with standards and mechanisms for quality information and fact-checking.
Non-formal education and informal learning	▶ Support teachers to establish connections and/or partnerships with local institutions to implement community-based initiatives that bring together peace, human rights, climate change, social and emotional learning, mental health, health and well-being, global citizenship, and sustainable development.

Examples

In **Egypt**, the Educate Me Foundation runs a community school and professional development programme for teachers that focus on empowering teachers, learners and school leaders to become lifelong learners and drive local innovations to education challenges. The Foundation emphasizes the importance of values and works on teachers' and students' mindsets while offering them respect and dignity. During the pandemic, teachers drew from these programmes to adapt teaching practices despite scant resources.[21]

Protecting teachers from violence can prove another key factor to prevent attrition and promote retention. While no plan can fully guarantee the safety of every teacher and student, especially in settings with a history of violence or conflict, several organizations put out planning guides to help school leaders and education officials mitigate the risk of violence against teachers. **The Global Coalition to Protect Education from Attack** has developed a technical guide for teachers and school leaders to implement protective measures, such as early warning alert systems, psychosocial support and comprehensive school-based safety and security plans (GCPEA 2017). For instance, schools can partner with parents and communities to form protection committees, as in **Liberia**, **Nepal**, **Sri Lanka** and **Zimbabwe** (GCPEA 2016). **The Teacher Taskforce** has also supplemented its Teacher Policy Development Guide with a module on crisis-sensitive planning that provides guidance and resources for topics such as safe schools, teacher well-being and needs assessments.[22]

21 UNESCO & International Task Force on Teachers for Education 2030. 2024. *Global Report on Teachers: Addressing teacher shortages and transforming the profession*. Pg. 111.

22 UNESCO & International Task Force on Teachers for Education 2030. 2024. *Global Report on Teachers: Addressing teacher shortages and transforming the profession*. Pg. 87.

Resources

ILO & UNESCO. 2024. *Recommendations and Summary of Deliberations of the United Nations Secretary-General's High-Level Panel on the Teaching Profession*. https://www.ilo.org/publications/recommendations-and-summary-deliberations-united-nations-secretary-generals

UNESCO. 2015. *Teacher Policy Development Guide*. https://unesdoc.unesco.org/ark:/48223/pf0000235272

UNESCO. 2021. *Reimagining our Futures Together: A New Social Contract for Education*. https://unesdoc.unesco.org/ark:/48223/pf0000379707/PDF/379707eng.pdf.multi

UNESCO. 2024. *Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession*. https://unesdoc.unesco.org/ark:/48223/pf0000388832/PDF/388832eng.pdf.multi

WHO, UNESCO & UNICEF. 2021. *Making Every School a Health-promoting School: Global Standards and Indicators*. https://unesdoc.unesco.org/ark:/48223/pf0000377948.

Resources that contain numerous examples of projects led at school with students/teachers:

UNESCO. 2008. *UNESCO Associated Schools: first collection of good practices for quality education*. https://unesdoc.unesco.org/ark:/48223/pf0000162766

UNESCO. 2009. *Second collection of good practices: education for sustainable development*. https://unesdoc.unesco.org/ark:/48223/pf0000181270

UNESCO. 2013. *Third collection of good practices: intercultural dialogue in support of quality education*. https://unesdoc.unesco.org/ark:/48223/pf0000222890

Section 4

Follow-up and review

Article VIII of the UNESCO Constitution[23] requests Member States to submit reports at the request of the UNESCO General Conference[24] on, among other things, actions taken on normative instruments such as the 2023 Recommendation. Follow-up and review of actions, especially when carried out through an inclusive and participatory process, can support mutual learning as well as meaningful collective advancement towards the promotion of education for peace, human rights, health and well-being, global citizenship and sustainable development.

Section VI of the 2023 Recommendation on Follow-up and Review outlines the roles and responsibilities of UNESCO, Member States and other stakeholders in the reporting and review processes. The primary responsibility for the review process lies with **Member States**. Each Member State should identify or establish an institutional focal point responsible for the implementation, follow-up, review, and evaluation of the 2023 Recommendation.

The 2023 Recommendation also describes actions that **UNESCO** should take to support Member States. These include support with targeted training and capacity development not just for national focal points but also other relevant stakeholders, including civil society. As part of its support to its operationalization, UNESCO plans to raise awareness on the 2023 Recommendation, to develop additional guidance and hold workshops and trainings, including through its field and partner network. Member States, as well as non-governmental stakeholders within Member States, can request such assistance from UNESCO. As part of this technical support, UNESCO will also facilitate the establishment of global, national and regional/sub-regional networks and exchanges to support peer-learning and discussion, and the sharing of effective practices.

The 2023 Recommendation encourages **civil society** and other stakeholders to be proactive in contributing to the follow-up and review process, considering their own contexts, resources and expertise. Not only should they be part of the Member State review and reporting process but, resources permitting, could consider producing reports of their own. They should pursue opportunities for training, including via the technical support UNESCO intends to provide, to develop the skills needed to participate effectively in follow-up and review exercises. They are also encouraged to build alliances between different types of stakeholders to promote peer learning and sharing, as well as to ensure that follow-up and review processes benefit from a wide range of experience, expertise and opinions.

The statutory reporting cycle on the 2023 Recommendation is once every four years, with the first to take place in late 2026. A consolidated summary of reports received will be submitted to the UNESCO Executive Board[25] and the General Conference in 2027. The first report will cover the first three years of the implementation of the 2023 Recommendation (2024-2026). Thereafter, reports will cover a four-year period unless the General Conference decides otherwise.

The Secretariat of UNESCO will prepare a set of guidelines containing a series of questions on the implementation of the 2023 Recommendation, which Member States will be asked to complete, as part of their reporting to UNESCO. The draft set of guidelines will first be submitted for approval to the Executive Board, who may or may not recommend changes to the guidelines before they are adopted. Member States will be given three months in which to complete their reports, which are then summarized by the Secretariat for submission to the Executive Board and the General Conference.

23 UNESCO Legal Affairs. 1945. Constitution of the United Nations Educational, Scientific and Cultural Organization. https://www.unesco.org/en/legal-affairs/constitution

24 UNESCO. n.d. General Conference. https://www.unesco.org/en/general-conference

25 UNESCO. n.d. Executive Board. https://www.unesco.org/en/executive-board

Key recommendations for review and reporting

- **Put in place the necessary mechanisms to support a whole-of-society review of 2023 Recommendation implementation.** Member States should identify the responsible institution, designate their national focal points, conduct an analysis of gaps and required capacities, define budgetary allocations, establish observatories, and so on. Member States should consider in advance how they might best put the building blocks in place before they report on the implementation of the 2023 Recommendation. This should be based on lessons from seven formal reporting experiences by Member States on the 2023 Recommendation's predecessor (i.e. the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education related to Human Rights and Fundamental Freedoms), which took place between its adoption in 1974 and the last consultation in 2020/21.
- **Adopt inclusive and participatory processes**. Section VI of the 2023 Recommendation stresses that the review process, which includes the drafting of the report on the implementation of the 2023 Recommendation, 'should be transparent, participatory, inclusive [and] meaningful.'[26] Member States are encouraged to reach out to as wide a range of partners, practitioners and stakeholders as possible within and beyond government to gather the information needed to complete their reports.
- **Harness multiple sources.**[27] Efforts should be made to gather information from other similar reporting processes to avoid duplication and reduce the response burden on Member States. For example, the reporting on some of UNESCO's Conventions or Recommendations may require the gathering of similar information, such as the Global Convention on the Recognition of Qualifications concerning Higher Education[28] and the Recommendation Concerning the Status of Teachers,[29] to name but two. The same holds for the information gathered for reporting on the SDGs, and particularly on SDG4.
- **Ensure evidence-based programming on the basis of the review**. The review process is more than just the preparation of the report. The evidence gathered and the assessment of the state of implementation of the 2023 Recommendation should also allow for a period of reflection on what adjustments and actions may be needed going forward, such as to relevant policies, strategies and plans. There should be an expectation that some changes will be necessary to further improve the implementation and to achieve the outcomes to which the 2023 Recommendation aspires.
- **Ensure that a clear policy framework and enabling mechanisms are in place** to create an environment at both national and local levels to monitor, review and follow up on the 2023 Recommendation. For example, policy decisions and directions should communicate the overall objectives, clarify roles and responsibilities of all actors, and allocate specific resources. Coordination mechanisms can be established, such as periodic meetings and communication tools and platforms, that allow for different actors to share information and collaborate easily and effectively. Lastly, this

26 Paragraph 65 of the 2023 Recommendation. Available here: https://www.unesco.org/en/legal-affairs/recommendation-education-peace-and-human-rights-international-understanding-cooperation-fundamental?hub=87862

27 To reduce the reporting burden on Member States, UNESCO's General Conference recommended in November 2017 the use of the 1974 Recommendation reporting process to support the implementation and monitoring of Target 4.7 of Sustainable Development Goal 4 (39 C/Resolution 79). As the successor to the 1974 Recommendation, the 2023 Recommendation is expected to follow the same reporting process. In 2020/21, the responses to certain questions in the last consultation on the 1974 Recommendation were used to construct the global indicators – which are the same – for SDG Targets 4.7, 12.8 and 13.3:
The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

28 UNESCO. 2019. *Global Convention on the Recognition of Qualification concerning Higher Education.* https://unesdoc.unesco.org/ark:/48223/pf0000373602/PDF/373602eng.pdf.multi.page=3

29 International Labour Organization & UNESCO. 2016. *Recommendation Concerning the Status of Teachers.* https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@ed_dialogue/@sector/documents/normativeinstrument/wcms_493315.pdf

also entails removing barriers and investing in strengthening institutions and capacities where they are weakest, for example through policy directives requiring gender parity and involvement of youth and those in vulnerable situations.

- **Allocate resources, especially financial**, specifically for monitoring, review and follow-up of the 2023 Recommendation. This will allow for the hiring of personnel and putting in place the infrastructure necessary to facilitate evidence-based monitoring, review and follow-up. For example, funding can support the procurement of tools, including digital technologies, to facilitate data collection and analysis, organization of activities that meaningfully engage all actors, especially those in vulnerable situations like women and girls, those with disabilities and young people.
- **Improve data and evidence collection** by simplifying the process, developing effective tools and strengthening the capacities of relevant actors. A clear monitoring framework with measurable objectives can be supported with simple surveys, few but comprehensive indicators, multiple data sources, and data collection tools such as easy-to-use mobile apps.
- **Ensure full privacy and safety of personal data**, especially of youth and children or those in vulnerable situations. This can be achieved by using tools that comply with prevailing best practices and standards, such as General Data Protection Regulation compliant (or similar equivalents) tools.
- **Continuously organize capacity-strengthening activities** for key actors and institutions to ensure they are up to date with developments in the field. For example, provide trainings on working with indigenous languages, cultures, and knowledge systems, as well as with digital technologies and artificial intelligence.
- **Mobilize research networks, civil society organizations and other partners** by strengthening existing coordination platforms (or creating new ones) that allow actors to come together to inform the monitoring, review and follow-up of the 2023 Recommendation. For example, monthly or quarterly coordination and planning meetings or an annual/biannual conference can bring all actors together.
- **Ensure that all actors, institutions, groups and communities are meaningfully engaged** in the whole process. For example, proactively create space to participate for young people, girls and women, those with disabilities, or those in disadvantaged and vulnerable situations like refugees.

Questions for consideration

State officials making policy related to monitoring, follow-up and review of the 2023 Recommendation, as well as institutional officials and others working within and beyond formal education who are responsible for monitoring and evaluation, can draw on the following questions to guide reflection and action.

Roles and responsibilities

- Who is responsible for monitoring, follow-up and review of the 2023 Recommendation?
- To what extent are roles and responsibilities clear for monitoring, follow-up and review of the 2023 Recommendation?
- To what extent are the key personnel, stakeholders, institutions and partners aware and informed of their roles, responsibilities and objectives?

Capacities and resources

- To what extent has the 2023 Recommendation content been publicized with all the key education sector stakeholders for their information and relevant implementation?

- What resources are allocated specifically for the monitoring, review and follow-up of the 2023 Recommendation?
- What capacities exist or need to be strengthened and developed to support a whole-of-society monitoring, follow-up and review of the 2023 Recommendation?
- Where resources and capacities do not exist, what plans have been put in place to ensure that they are procured, strengthened or developed, including seeking support from UNESCO?

Reporting, follow-up, review and learning

- To what extent does the statutory report integrate information from other available mechanisms and sources, beyond the lead ministry?
- To what extent are all relevant actors – including learners, educators, civil society, communities and partners – mobilized and meaningfully engaged in the monitoring, follow-up and review of the 2023 Recommendation?
- Are the tools and methodologies – including digital technologies – to monitor, review and follow-up on the 2023 Recommendation open, participatory and facilitative of meaningful participation, engagement and co-creation of all relevant actors? To what extent are lessons learned from the analysis of the data used to inform effective implementation of the 2023 Recommendation?

Resources

UNESCO. n.d. Executive Board. https://www.unesco.org/en/executive-board

UNESCO. n.d. General Conference. https://www.unesco.org/en/general-conference

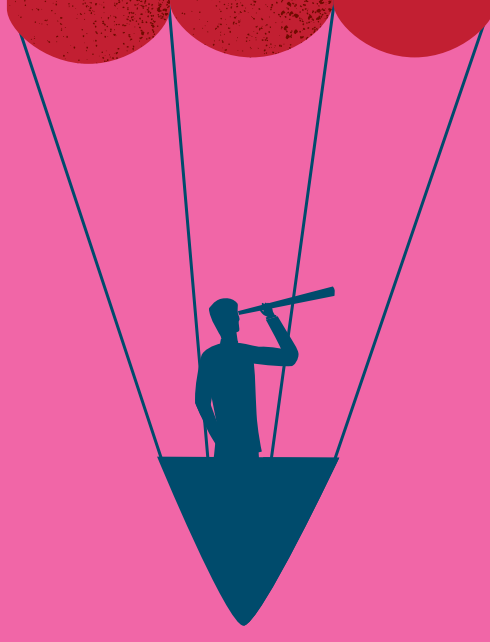
UNESCO. n.d. One-stop Shop for the Monitoring of the Implementation of Standard-setting Instruments. https://www.unesco.org/en/legal-affairs/one-stop-shop

UNESCO Legal Affairs. 1945. Constitution of the United Nations Educational, Scientific and Cultural Organization. https://www.unesco.org/en/legal-affairs/constitution

United Nations. n.d. SDG Global Database. https://unstats.un.org/sdgs/dataportal

Section 5

Glossary



Culture of peace

It is understood as defined by the Declaration and Programme of Action on a Culture of Peace (A/RES/53/243).[30] A culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on: (a) Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation; (b) Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law; (c) Full respect for and promotion of all human rights and fundamental freedoms; (d) Commitment to peaceful settlement of conflicts; (e) Efforts to meet the developmental and environmental needs of present and future generations; (f) Respect for and promotion of the right to development; (g) Respect for and promotion of equal rights and opportunities for women and men; (h) Respect for and promotion of the right of everyone to freedom of expression, opinion and information; (i) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace.

Education for sustainable development

An educational approach that, as defined in the Education 2030 Framework for Action, '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. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.'[31]

Gender equality in and through education

Gender equality **in** education means that the right to education of all learners is respected equally. Learners of all genders are given equal access to learning opportunities, resources and protections, and learners of all genders benefit equally from and are treated equally in education. Gender equality **through** education refers to the fact that education has a key role to play in addressing the wider issue of gender equality. Educational institutions can promote new attitudes and patterns of belief, transforming the way people think about traditional gender roles and helping to build long-term sustainable change. Achieving equal outcomes for both female and male learners can help to empower people of all genders to create better lives.

Global citizenship education

An educational approach understood as referred to in the Education 2030 Framework for Action: 'GCED aims to equip learners with the following core competencies: a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives and angles of issues; c) non-cognitive skills, including social skills, such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and d) behavioural capacities to act collaboratively and responsibly, and to strive for collective good.'[32]

30 United Nations. 1999. ***Declaration on a Culture of Peace.*** https://digitallibrary.un.org/record/299381?v=pdf

31 UNESCO. 2015. ***Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***. https://unesdoc.unesco.org/ark:/48223/pf0000245656

32 UNESCO. 2015. ***Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***. https://unesdoc.unesco.org/ark:/48223/pf0000245656

Human rights and fundamental freedoms

These are recognized and defined by international human rights instruments, primarily the Charter of the United Nations, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights and other conventions and treaties on human rights. They derive from the inherent dignity of the human person and are universal, indivisible, inalienable and inter-related.

Human rights education

An educational approach as defined in the Declaration on Human Rights Education and Training (A/RES/66/137),[33] i.e. 'all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.'

Inclusion

Inclusion is defined in the UNESCO Guidelines for Inclusion.[34] Put simply, it is a process to ensure the diversity and needs of all learners are addressed/responded to in learning, culture and communities so that all can fully participate.

Legally non-binding

There is no legal obligation that forces Member States to implement the 2023 Recommendation.

Peace, international understanding, and cooperation

These three terms are inter-related and should not be considered separately. They are based on the friendly relations between people in cooperation with a wide range of stakeholders, and the understanding that states have their own social and political systems. For them to exist, there should be no threat of violence or war, and everyone's human rights and fundamental freedoms should be respected.

Levels of education

Understood to include early childhood education, primary and secondary education, higher education, technical and vocational education and training, and adult learning and education.

Social internships

Placements within non-profit organizations, NGOs, community groups and other entities dedicated to social and humanitarian causes.

Transformative education

Involves co-created teaching and learning that recognizes and valorizes 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, enabling informed decision-making and actions at the individual, community, local, national, regional and global levels, including through approaches such as global citizenship education, education for sustainable development and human rights

33 United Nations. 2011. ***United Nations Declaration on Human Rights Education and Training: resolution/adopted by the General Assembly***. https://digitallibrary.un.org/record/721270

34 UNESCO. 2005. ***Guidelines for inclusion: ensuring access to education for all.*** https://unesdoc.unesco.org/ark:/48223/pf0000140224

education, among others, that support the building of peaceful, just, inclusive, equal, equitable, healthy and sustainable societies.

Life-wide learning

Life-wide learning pertains to learning that simultaneously takes place in multiple settings regardless of age or circumstance, such as in school, at home, in the workplace, and in the community. In practice, it means expanding strategies and approaches to provide learning and development opportunities outside of the traditional classroom environment.

Types of education and learning

Formal education is the traditional, structured classroom environment.

Non-formal education is institutionalized and planned by education providers; however, it takes place outside the formal classroom environment and can be considered as a supplement to formal education.

Informal learning is not organized or institutionalized like formal and non-formal education; it is more organic and takes place outside formal or non-formal environments, such as in the home with family, in the local community and through daily life interactions.

Whole-of-society approach to education

The whole-of-society approach to education recognizes that individuals, civil society and companies across the formal and non-formal education sectors play critical roles in shaping interactions within society and decision-making. It involves fostering partnerships and collaboration between the government, private sector, civil society, individuals, families and communities to improve education for the public good.

Whole-school approach

More and more schools around the world are adopting whole-school approaches where students' classroom learning is reinforced by formal and informal messages promoted by the school's values and actions. Students and other members of the school community live what they learn, and learn what they live. For UNESCO's ASP, a whole-school approach means ensuring every aspect of school life supports the policy objective, i.e. school governance; teaching content and methodology; facilities management, and cooperation with partners and broader community participation.[35]

35 See: UNESCO. 2016. ***Getting climate ready: a guide for schools on climate action.*** https://unesdoc.unesco.org/ark:/48223/pf0000246740

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Recommendation on Education for Peace, Human Rights and Sustainable Development

An implementation guide

This Implementation Guide is the first of several tools to assist education professionals (policy-makers, education planners, and various education stakeholders) in unpacking and implementing the *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development*, that was adopted by all 194 Member States of UNESCO in 2023.

The Recommendation remains the only global standard-setting instrument that lays out how education can and should be used to bring about lasting peace and sustainable development.

This Guide offers concrete ideas for action, good practices and curated resources for different levels and types of education.

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4 QUALITY EDUCATION

Sustainable Development Goals