

An illustration of a globe showing the continents of North and South America. A line of colorful, stylized human figures in various colors (orange, red, yellow, green, purple, blue) is walking along the top edge of the globe, symbolizing global unity and diversity.

Study on the historical impact of the 1974 Recommendation concerning Education for International Understanding,

Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms

In November 2023, UNESCO Member States adopted the *Recommendation on education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development* by consensus. This Recommendation is a revision of its predecessor, *The Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms*, otherwise known as the "1974 Recommendation".

As we move forward with the newly adopted Recommendation, it is important to learn from the past. This study dives into how countries around the world implemented the 1974 Recommendation over the past 50 years.

Disclaimer: To ensure the study remained concise, UNESCO was unable to include all the contributions that were provided. This study is therefore a non-exhaustive account of all that took place. It illustrates how the Recommendation inspired action and positively contributed to shaping the field of education over time.

UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



Published in 2026 by the United Nations Educational, Scientific and Cultural Organization,
7 place de Fontenoy, 75352 Paris 07 SP, France
© UNESCO 2026



This document is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this document, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

Images marked with an asterisk (*) do not fall under the [CC-BY-SA](#) license and may not be used or reproduced without the prior permission of the copyright holders.

The designations employed and the presentation of material throughout this document do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this document are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Cover credit: Pixxel Creative/Shutterstock.com*

Designed by UNESCO

Acknowledgements

This study was authored by Dr Iris Julia Bührle with written contributions from UNESCO National Commissions and interviews with the following experts: Dr Douglas Bourn, Professor of Development Education at University College of London, and Ms Liisa Jääskeläinen and Ms Paula Mattila, former counsellors of education at the Finnish National Agency for Education. Its development was steered by Ms Lydia Ruprecht with the support of Ms Maha Tahira Malik, both of the Section for Global Citizenship and Peace Education, UNESCO.

Abbreviations

ASPnet: Associated Schools Project Network

EIU: Education for International Understanding

ESD: Education for Sustainable Development

GCED: Global Citizenship Education

HRE: Human Rights Education

IBE: International Bureau of Education

Study on the historical impact of the 1974 Recommendation

1. Overview of the study

1.1 Monitoring the 1974 Recommendation

The adoption of the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* (hereafter: the 1974 Recommendation) triggered numerous initiatives and transformations at the national and international level. At the global and regional levels, UNESCO, relevant organizations, and Member States organized several regional seminars and major conferences to discuss and monitor the implementation of the 1974 Recommendation.

The first half of the 1980's marked a significant development for reporting on the Recommendation. Following a decision of the 21st session of the General Conference in 1980, the Intergovernmental Conference on Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Paris, 1983) was organized specifically to promote the implementation on the 1974 Recommendation. An outcome of this conference was the creation, by resolution of the General Conference in 1985, of a permanent reporting system by Member States on the implementation of the 1974 Recommendation "consisting of the preparation of sexennial reports of activities; a plan for in-depth studies on certain aspects of the application of the recommendation; and the setting up of a Committee of Experts".¹ This permanent reporting system became the mechanism that now allows us to trace the impacts of the 1974 Recommendation over the previous decades.

As a result of this development, there have been seven consultations with Member States to report on the progress of implementing the 1974 Recommendation: 1) 1987-89, 2) 1993/94 (National Reports sent to the International Conference on Education, Geneva 1994), 3) 2000/01, 4) 2008/09, 5) 2012/13, 6) 2016/17, and 7) 2020/21. The number of replies to each consultation ranged between 32 (3rd consultation) and 98 (2nd consultation).

This study focuses on transformations that have happened in Member States since the adoption of the 1974 Recommendation. It follows the developments and innovations that were directly inspired by the 1974 Recommendation or to which it notably contributed.

¹ 23C/Resolutions, "Records of the General Conference, 23rd session, Sofia, 8 October to 9 November 1985, v. 1: Resolutions", Res.13.3.

1.2 Methodology

This study is mainly based on documents from the UNESCO archives, in particular the reports on the steps Member States took to implement the 1974 Recommendation (2nd, 4th, 5th, 6th, and 7th consultations), and a number of boxes containing files on the 1974 Recommendation held in the UNESCO archives, especially ED/SPO boxes 902-11, 930, and 950. The archive boxes contain numerous documents relating to meetings, seminars and conferences which were organized to monitor the implementation of the 1974 Recommendation, as well as Member States' requests for funding for initiatives that directly sprang from the 1974 Recommendation. Moreover, this paper draws on a large number of documents available on UNESDOC, on academic studies, above all two PhD theses by Kaisa Savolainen and Geoffrey Donald Harrison, on publications by UNESCO National Commissions, and on a 2023 study on the history of the 1974 Recommendation by Jens Boel. In addition, several former and current UNESCO staff members as well as experts and members of UNESCO National Commissions were consulted.

1.3 Limitations

The findings in this study reflect the nature and the availability of sources. The archival documents and other sources often contained references to individual actions taken by Member States, but the study of the context and long-term impact of these initiatives would require extensive research in national archives, which is beyond the scope of this paper.

The reports sent by Member States to monitor the implementation of the 1974 Recommendation are a useful source, but have proven insufficient for this research, for several reasons. It was only possible to locate parts of the Member States reports, namely the reports submitted to the 1994 International Conference on Education (used as the 2nd consultation), and the reports of the four most recent consultations (4th to 7th consultation, 2008-2021). The 1994 reports outline general developments in the education system of the respective countries; the later reports refer to the 1974 Recommendation and to several more recent instruments and initiatives.² Only a minority of Member States submitted reports, and many of these contain few references to the direct impact of the 1974 Recommendation in the respective countries.³ The examination of archival documents on the years following the adoption of the 1974 Recommendation and of academic studies, as well as the consultation of experts, have made it possible to get a clearer picture of the impact of the 1974 Recommendation since its adoption and of initiatives that have triggered longer-term transformations in Member States. To capture the profound impact of the 1974 Recommendation, more in depth historical research is therefore required using a mix of

² The 2000 questionnaire specifies that the 3rd consultation relates to the 1974 Recommendation as well as the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993), the Declaration and Programme of Action of the United Nations World Conference on Human Rights (Vienna, 1993), the Declaration of Ministers on the 44th session of the International Conference on Education (Geneva, 1994), the Integrated Framework of Action on Education for Peace, Human Rights and Democracy, approved by UNESCO's General Conference at its 28th session (Paris, 1995), the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), the UNESCO Declaration of Principles on Tolerance and the Follow-Up Plan of Action for the United Nations Year for Tolerance (Paris 1995), and the Declaration and Platform for Action of the United Nations Fourth World Conference on Women (Beijing, 1995).

³ The questionnaires change from one consultation to the next, which complicates the comparison of results over time, and the most recent questionnaire mainly consists of multiple choice questions that provide quantitative rather than qualitative information.

social science methods. This study nonetheless manages to bring out significant examples from the available evidence of the types of impact generated by the Recommendation.

1.3 Overview of the main types of actions taken

The research conducted for this study shows that Member States took a range of initiatives at local, national, and global levels to implement the 1974 Recommendation.:

1. the dissemination of its content through its translation and broad distribution,
2. the introduction of new content in curricula and teacher training programmes and opportunities,
3. the development and translation of teaching materials and publications on topics relevant to the 1974 Recommendation (i.e., on global issues, international understanding, human rights, etc.),
4. the development of new courses at schools and universities,
5. the revision of textbooks, often in bi- or multinational co-operation,
6. the use of new teaching methods (learner-centred, participatory etc.),
7. the creation of institutions,
8. the creation of co-operation networks,
9. the development of exchange programmes,
10. the organization of a range of advocacy and informal learning events such as conferences, seminars, workshops, festivals, competitions that have helped raise-awareness to the stipulations of the Recommendation and promote its values,
11. campaigns to familiarize a wider audience with topics relevant to the 1974 Recommendation, for instance through radio programmes and exhibitions, and
12. the strengthening and expansion of the ASPnet and the promotion of their activities.

The outcomes or long-term impacts of these initiatives were – for the most part - not fully documented nor measured as we would expect them to be today. However, it is safe to assume that they contributed to advance towards positive change. The actions notably helped strengthen the legitimacy of this field of work and anchor programmes in institutions. They created opportunities for synergies between actors across regions, raised the profile of efforts promoting the values of the Recommendation and fostered a higher degree of policy-level commitment.

2. The impact of the 1974 Recommendation from adoption to the present

2.1 Immediate impact from the 1970s to the 1990s

Adopting the 1974 Recommendation boosted existing HRE and EIU initiatives. One major outcome was the strengthening and expansion of the UNESCO ASPnet, which was launched in 1953, in order to foster education for international understanding through the conduct of experimental teaching activities. The ASPnet has played a crucial role in implementing the 1974 Recommendation, and has had an important multiplier effect in national education

systems.⁴ Additional significant outcomes include the creation of new curricular contents and courses and of new institutions, a shift in teaching methods and educational assessment, the establishment of cooperation networks at a regional and interregional level and the exchange of good practices, and a higher degree of policy-level commitment which led to increased national funding for the priorities of the 1974 Recommendation, among other things.

Country case studies: 1970s – 1990s

United Kingdom: Transformation of educational contents and the perception of Education for International Understanding (EIU) in England, especially the “World Studies Project”

Since the early 1960s, there had been increasing interest in promoting more learning about international understanding within the UK. This was in part due to its historical role in the world. The 1974 Recommendation contributed to a transformation in thinking about “development education” and “education for international understanding” in England. It helped shape the World Studies Project which emerged in 1973, and helped generate funding for its activities from the Ministry of Education.

After UNESCO’s 1974 General Conference, which was attended by representatives of the Ministry of Education and of the Council for Education for World Citizenship, a circular letter was sent to all schools in England about how to promote the 1974 Recommendation (DES Circular 9/1976). The World Studies Project, originally supported by a grant from the Leverhulme Trust, subsequently received funding from the Ministry of Education. The specificity of the “World Studies project” is that it broadened the perspective from “development awareness”, which had been the focus of earlier initiatives, to a wider concept of “education for international understanding”. It articulated, for the first time, a number of different themes which were treated in the Recommendation, such as development, environment, human rights, and peace. Moreover, the Project was greatly concerned with questions of the classroom process: world studies teachers moved towards a horizontal teaching-learning process to a process fostering freedom of speech, participation and dialogue. A Standing Conference for EIU with over 200 participants which was organized in 1978 also recognized the importance of EIU and UNESCO’s work in this area. The “World Studies Project” subsequently turned into “Global Education” as we know it today, and in 2002, “Citizenship Education” became a statutory core subject in the National Curriculum in England and has remained so up to the present day.⁵

⁴ See, for instance, 26 C/32, “Sexennial Report on the Progress achieved in the Implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)”, 7 October 1991, p.11-12, and Stacy Churchill, “A World of learning; practical manual: enhancing the multiplier effect of the Associated Schools Project”, UNESCO 1994.

⁵ The description of this case is based on an informal interview with Prof. Douglas Bourn (Professor of Development Education at UCL and Chair of ANGEL-Academic Network on Global Education and Learning), 18.10.2023, and a PhD thesis by Geoffrey Donald Harrison entitled *Oxfam and the rise of development education in England from 1959 to 1979* (University of London, 2008), especially chapter 7: “The vicious circle of neglect: 1971-1977”, 164-217. It also draws on Cathie Holden’s article “Learning for Democracy: From World Studies to Global Citizenship”, *Theory Into Practice* 39/2 (2000), 74-80, and on UNESCO archive, ED/SPO box 904, file 327.6:37A06(438)/AMS“81/83”, *International Meeting for Education and Peace – Poland – P.P.1981/83, Req. No 9339*, “European meeting of experts of education for peace in school curricula, Implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to

Czechoslovakia: experimental teacher training projects

In 1981 the College of Education in Plzen, Czechoslovakia carried out an “Experimental Course on the Application of the Unesco Recommendation Concerning International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms within the Pre-Graduate and Post-Graduate Education of Teachers”. The programme for pre- and in-service teacher training was designed to acquaint its participants “with individual concepts of world peace”. According to one of its founders, the course’s aim was “to make the attendees come to understand, in compliance with the ideas of the classics of Marxism-Leninism, that war is not a permanent phenomenon but that it is the result of certain social and economic conditions.” It included courses on the following topics: “Global problems of the world and the future of mankind”, “the significance of human life, the conditions and resources for its fulfilment”, “the preparation of the citizens of the current world for active participation in building relations of peace and cooperation with special regard to the countries of the social community”, “science and technology in the development of society”, “militarization – the obstacle to the development of mankind and nations”, “nations in the historical perspective of development”, and “peaceful coexistence and cooperation between nations – the only sensible road of the people’s society”.⁶

As a follow-up event to the Experimental Course and on the occasion of the 10th anniversary of the adoption of the 1974 Recommendation, the European Information Centre of Charles University for further Education of Teachers in Prague organized an international seminar entitled “Teachers and Education for Peace”, in cooperation with the Central Institute for In-Service Education of Teachers and Educators in Ludwigsfelde (German Democratic Republic). Its objective was “to provide the educationalists with the opportunity to exchange their experience from the application of the [...] recommendation in the educational process at individual grades and types of schools,”⁷ which testifies to the role of the Recommendation in directly influencing educational processes at school level in Czechoslovakia during this period.

Turkey: experimental teacher training projects

In 1981/82 at Ankara University in Turkey, an experimental project on the implementation of the 1974 Recommendation in the training of secondary school teachers was carried out. A course entitled “World Problems and the Teacher” was created which focused on the following subjects: HRE, cultural identities, man and his environment, agriculture and nutrition, illiteracy, women’s status, mass communication, and development. The objective of the course was to provide students with information about “world problems and the situation in different countries”, “universal and national dimensions of these problems”, and

Human Rights and Fundamental Freedoms adopted by the General Conference of UNESCO at its eighteenth session, 19 November 1974, Final Report, Warsaw, 9 December 1983.”

⁶ UNESCO archive, ED/SPO box 902, file 327.6:37(437)A6“81”, *Education for International Understanding and Peace – Experimental Project on Teaching about Contemporary World Problems – Czechoslovakia – 1981*, “Project of Experimental Course on the Application of the Unesco Recommendation Concerning International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms within the Pre-Graduate and Post-Graduate Education of Teachers, Compiled by Prof. Vladimír Brichta, Dean of College of Education, Plzen, and Ass. Prof. Svatopluk Petráček, Director of the European Information Centre for Further Education of Teachers”.

⁷ UNESCO archive, ED/SPO box 902, file 327.6:37(4)A06(437)“84”, *1984 Regional Seminar on “The Teacher & Education for Peace” – Czechoslovakia*, “International Seminar ‘Teachers and Education for Peace’”, p.2.

“universal methods, tendencies and activities to solve these problems”, and help them develop “international understanding”, “a constructive approach and perspective in solving problems of this kind”, “inter-generation communication and tolerance” and “understanding and skill in modern programs, method and evaluation by direct practice”.⁸

Lebanon: regional seminar and preparation of teaching materials

In 1980, Lebanon hosted a regional seminar on the implementation of the 1974 Recommendation. Additionally in 1985, a school textbook in Arabic containing texts, explanations and analyses regarding education for international understanding was prepared and printed.⁹

Finland: evolutions of the national core curricula from the 1970s to the present

In 1970 in Finland, the first ever national core curriculum for comprehensive basic education, which was inspired by the UN Declaration of Human Rights, was adopted. UNESCO's 1974 Recommendation was welcomed as a tool to help educators and teachers interpret and implement the new curriculum and its values.

The 1974 Recommendation, and even its draft version of 1973, was taken as a roadmap to shape education to promote peace, human rights, and sustainable development in order to meet the varying threats of local and global scope. The implementation of the Recommendation was handled at the highest level, with Erkki Aho, Director-General of the Finnish National Board of General Education (FNBE) and Chair of the UNESCO National Commission at the helm. His team included experts such as Helena Kekkonen (1st awardee of the UNESCO Prize for Peace Education), Hilikka Pietilä (CEO of the Finnish UN Association), and Kaisa Savolainen (from the NBE Learning Materials unit, later Division Director at UNESCO responsible for the promotion of the implementation of the 1974 Recommendation). The team was responsible for organising activities related to curriculum development, such as publications, teacher training, and harnessing the ASPnet to disseminate the ideas of the 1974 Recommendation.

The FNBE's major tools are the national curricula for basic and general upper secondary education. Following their initial focus on human rights and peace education, they later (in the 1985 and even more clearly in the 1994 curricula) placed growing emphasis on ESD. The 1994 curricula also introduced multicultural education. In 2003/2004, the curricula envisioned transversal competences as futures skills to combat global problems. Following the adoption of the 2030 Agenda for Sustainable Development whose target 4.7 encompasses GCED and ESD, these subjects were encoded in the curricula of 2014 (basic) and 2019 (upper secondary education).

The implementation of the core curricula, in which the principles of the 1974 Recommendation are embedded, has been promoted in a variety of manners in Finland,

⁸ UNESCO archive, ED/SPO box 911, file 327.6:37A182/6(560)“80/81”, *Experimental Project on Implementation of the Recommendation concerning Education for International Understanding in Teacher Training Institutions – Turkey – 1980/81*, “Progress report”, Annex II.

⁹ UNESCO archive, ED/SPO box 903, file 327.6:37(569.3)AMS“84/85”, *Liban – Manuel de Textes et d'explications concernant l'éducation pour la compréhension internationale – P.P. – 84/85 – Req. 3173*.

such as a) in-service teacher training, b) guidelines for planning and implementing International Education, c) activities of the ASPnet, d) several major national / international projects, such as the “Baltic Sea Project”, e) a number of experts working with the Recommendation already held or later obtained positions which enabled them to work for its implementation in Finland, f) funding targeted to GCED/ESD in the form of international education state grants from 1997 onwards, and g) extensive GCED- and ESD-related research.

Nowadays, national core curricula in Finland place strong emphasis on ESD and GCED at all levels of education. They focus on sustainable development, human rights and human dignity, the appreciation of cultural and linguistic diversity, and democratic agency. Moreover, they emphasize “transversal competences” that need to be taken into account in all subjects, by every teacher. It is understood that competences crossing the boundaries of different fields of knowledge and skills are a precondition for personal growth, studying, work and civic activity now and in the future. In basic education they include thinking and learning to learn; cultural literacy, communication and expression; managing daily life, taking care of oneself and others; multiliteracy (including media and information literacy); ICT-skills; entrepreneurial and work life skills; participation and building of a sustainable future. In general upper secondary education, they include well-being competence; interaction competence; multidisciplinary and creative competence; societal competence; ethics and environmental competence; global and cultural competence.

In vocational education and training, sustainable development is one of the key competences included in all qualifications. ESD and GCED have been integrated into the foundations of professional qualifications as competence and skills requirements for each profession.¹⁰

Federal Republic of Germany: wide diffusion of the 1974 Recommendation, boost for HRE in Germany, textbook revision, extension of the ASPnet

In Germany, the 1974 Recommendation was widely diffused soon after its adoption. In 1975, the National Commission published a German translation and sent 10,000 copies of it to all education policy stakeholders at the federal and state level, helping to improve its reach at the policy level.

The 1974 Recommendation gave important impulses to Human Rights Education (HRE) in the Federal Republic of Germany (FRG). In 1979/80, the National Commission organized a prize competition on HRE for teachers with the German Center for Political Education; it resulted in the publication *Human Rights in Schools*. In 1980, following additional support from Amnesty International, the German Parliament adopted a “Declaration on Human Rights Education”, and the German State Ministers of Education adopted its own “Recommendation to foster Human Rights Education in schools”. From 1981 to 1985, the

¹⁰ Source: e-mail from Kati Anttalainen (Finnish National Commission), 15 December 2023; country report Finland, 7th consultation; interview with Liisa Jääskeläinen and Paula Mattila, former counsellors of education at the Finnish National Agency for Education and former coordinators of the ASPnet in Finland, 23 November 2023; documents sent by Paula Mattila, 20 December 2023.

German Center for Political Education launched a successful initiative to develop teaching and learning materials on Human Rights and published six volumes on the subject.

The German-Polish Textbook Commission's work, which had been established in 1972 by the FRG and Polish Commissions for UNESCO (following first contacts at the 1970 General Conference), also received an additional boost through the 1974 Recommendation. The Georg Eckert Institute for International Textbook Research, which was founded in Braunschweig in 1975, has since carried out a large number of bi- and multilateral initiatives in the field of textbook revision. In 1992, UNESCO established an International Textbook Research Network in co-operation with the Institute.

Another key impact was the revitalization of the FRG's ASPnet. While the first decade of the FRG's ASPnet (1953-1964) was dynamic with the accreditation of a considerable number of ASPnet schools, the second decade (1964-1974) was far less active. Inspired by the adoption of the 1974 Recommendation, the German National Commission organized in 1975 a first meeting of all German ASPnet schools, marking the beginning of a series of annual meetings which have continued until today. In Cologne, an ASPnet project was launched entitled "foreigners in our city". It was followed by other common projects that favoured the development and expansion of the German ASPnet which has continued to evolve and flourish ever since.¹¹

Sri Lanka: introduction of new courses, exchange programmes, establishment of Human Rights Centre

A report Sri Lanka submitted to UNESCO's General Conference in 1976 described a number of measures taken to implement the 1974 Recommendation in the country. These included curriculum development at the primary, junior secondary, senior secondary, and junior technical levels, the introduction of new diploma courses in foreign affairs, development studies and foreign languages at the university level, and knowledge exchange with experts from other countries in the region. A research group on problems associated with educational development was formed. Their findings were to be channeled to the UNESCO regional office in Bangkok for dissemination. Moreover, the Ministry of Education funded scholarships for foreign students to pursue education programmes in Sri Lanka and for Sri Lankans to pursue education and training programmes in other countries. Exchanges of professors, scientists and scholars as well as linking agreements with universities in different regions also promoted the aims of the 1974 Recommendation.¹²

¹¹ Sources: communication by Dr. Lutz Möller (German National Commission), 30 October 2023; Jutta van Hasselt, "Die Mitarbeit der Bundesrepublik Deutschland in der UNESCO: Fünf Jahrzehnte im Überblick", in: Dieter Offenhäuser, *Lernziel Weltoffenheit: fünfzig Jahre deutsche Mitarbeit in der UNESCO*, Bonn: German Commission for UNESCO, 2001, 153-381 (243-245); UNESCO documents 26 C/32, "Sexennial Report on the Progress achieved in the Implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)", 7 October 1991, and 29 C/INF.4, "Sexennial Report on Progress made in implementing the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)", 29 August 1997. The UNESCO International Textbook Research Network included 306 experts from 47 countries when the latter report was written.

¹² See 19C/19+ADD, "Initial special reports submitted by Member States on the action taken by them upon the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General Conference during its 18th session", 30 September 1976, p.13-14.

A report from 1982 states that another important outcome of the Recommendation was the establishment of a Human Rights Centre which disseminated knowledge about human rights and produced teaching materials for international education. Its publications were made available in the country's three main languages and were distributed for free.¹³

United States of America (U.S.A.): publication of teaching materials, establishment of new institutions, introduction of new content into curricula and organisation of international meetings

From 1975 onwards, the United States National Commission made efforts to integrate international HRE into existing and planned international education programmes. Two members of the National Commission (Professors BURGENTHAL and TORNEY) prepared a major publication for educators entitled *International Human Rights and International Education* (1976), which was widely distributed to education stakeholders in the country and promoted.¹⁴ This work featured an analysis of the 1974 Recommendation, a brief history of international education efforts, a summary of research concerning the knowledge and attitudes of students, and an evaluation of curriculum materials under each of the main headings of the 1974 Recommendation. It also contained chapters on important UN and UNESCO Human Rights instruments, international and regional systems for the protection of Human Rights, and a history of U.S.A. policy in this area. This publication, which was translated into Spanish, was used for teacher training courses in several colleges and universities. According to the National Commission, it "reached a large audience of educators and [gave] them material to actually begin implementing major provisions of the 1974 Recommendation."

In the late 1970s, several international conferences on education for peace and human rights were held in the U.S.A (examples: 1976: International Meeting of Experts on "the Role of the Social Studies in Education for Peace and Respect for Human Rights"; 1977: International workshop on "Global Concerns and Your Curriculum for UNESCO ASP schools of the U.S.A."; 1978: Wingspread Conference on Human Rights Education co-organized by the National Commissions of the U.S.A, Finland, the Federal Republic of Germany, and Canada, which resulted in the production of teacher and student materials on international human rights.

In the late 1970s, a teacher centre was established in Albuquerque, New Mexico, which carried out a pilot program on teacher training and the production of materials in global education, and Florida International University developed a prototype programme in teacher training for global education with international human rights as a central content focus. It included, among other aspects, leadership training for teachers emphasizing their role as change agents, the development of materials for classroom use, and the redesigning of the University's curriculum at the undergraduate level.¹⁵

¹³ See ED.83/CONF.214/2, "Synthesis of Member States reports on the application of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms", 11 February 1983, p.10 and p.45.

¹⁴ Thomas BURGENTHAL and Judith V. TORNEY, *International Human Rights and International Education*, Washington: US National Commission for UNESCO, 1976.

¹⁵ UNESCO archive, ED/SPO box 910, file 327.6:37A182(4)06(480)AMS"79/80", *European Seminar on application of the recommendation concerning Education for International Understanding – Finland – P.P. – 79/80, Req. 4037, Part 2*, "Report on

2.2 Inclusion of new concepts: 1980s to 2015

In 1994, the IBE International Conference on Education which held its 44th session in Geneva adopted the “Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy”. The “Integrated Framework of Action”, which was endorsed by the General Conference in 1995, was intended as a set of guidelines that updated the 1974 Recommendation and added new elements to it, such as the notions of democracy, peace, and sustainable development, and the rights of women.¹⁶ The development process of the Framework was not examined for this study but it would be useful to do so in order to better understand what were the perceived and real gains to be expected from the process in terms of improved implementation.

Subsequently, the questionnaires monitoring the implementation of the 1974 Recommendation pertained to the Recommendation itself, and expanded to include ones related to the “Declaration and Integrated Framework of Action”, and other instruments and programmes that boosted activities and innovations in the fields of HRE and EIU. The questionnaire of the 4th consultation (2000) also referred to the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993), the Declaration and Programme of Action of the United Nations World Conference on Human Rights (Vienna, 1993), and the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004).

As new themes and norms were integrated, the visibility of the 1974 Recommendation per se and its immediate connection to policy change progressively declined until 2015 when it was put forward again to ground Sustainable Development Goal 4 on Education, Target 4.7.

Case study examples: 1980s – 2015

Republic of Korea: Creation of APCEIU

The Asia-Pacific Centre of Education for International Understanding (APCEIU) was founded in 2000 “to promote International Understanding and Peace through Education as stated in the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms [...] as well as in the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy recommended by the 44th International Conference on Education in 1994”.¹⁷

APCEIU conducts numerous activities in the Asia-Pacific Region and beyond, in the fields of (i) research and policy development, (ii) capacity building, (iii) international exchanges, (iv)

the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms in the United States of America by Jan L. Tucker, Florida International University, Miami”.

¹⁶ ED/PSD/GCP/2023/04, Jens Boel, “Report on the history of the 1974 Recommendation”, UNESCO 2023, 13.

¹⁷ <http://www.unescoapceiu.or.kr/en/m16.php?pn=1&sn=6>.

information sharing, and (v) the development of partnerships and networks. As concerns their “research and policy development” activities, they organise conferences which bring together stakeholders working in the field of global citizenship education (GCED), support and lead research projects which provide policymakers with policy recommendations. They develop teaching and learning resources, support the development of curricula in Asia-Pacific region countries and beyond, undertake course development for universities, and lead a programme on best practices. Their capacity-building efforts in favour of educators includes regular training workshops, fellowship programmes in the Asia-Pacific and Africa regions, and online training courses (MOOC). They also lead international teacher exchanges (bilateral exchange programmes, school-to-school online exchange), develop online educational materials, convene conferences to share programme outcomes & experiences, assist with performance analysis, support online networks and produce guidance materials. Regarding information sharing, APCIEU hosts the UNESCO Clearinghouse on GCED, through the publication of a magazine in English and French, the “Global Citizen Campus”, and the EIU Storytelling Project and Photo Class. Finally, as concerns their activities to develop partnerships and networks they support regional GCED networks, organize a UN GCED Seminar, regular meetings of the UNESCO Category 2 Centres in Education, and support the establishment of Global Citizenship Education Cooperation Centres.¹⁸

Nigeria: mainstreaming of peace education in curricula, creation of institutions

Nigeria implemented the Recommendation through various educational and institutional programmes, especially since the advent of the fourth Republic in 1999. From the 1970s onwards, the military regimes undertook a series of initiatives to mainstream peace, security, rights protection and national cohesion into educational curricula, and to widen learners’ knowledge and understanding on international cooperation, peace, and education. Educational and research institutions were opened from primary to tertiary education to promote international understanding, cooperation and peace among younger Nigerians. For example, as part of the National Education Policy, elements of peace education have been offered to primary and secondary schools’ pupils in subjects such as social studies, history, and religious studies. Today, these elements are present in civic education in lower-level schools, and general studies in tertiary schools. These subjects and courses promoting global citizenship education widen Nigerians’ knowledge of and exposure to other countries and peoples, thus helping learners to understand diversity.

The emergence of democratic governance in 1999 gave a boost to the implementation of the 1974 Recommendation after long years of military dictatorship that had subjugated the rights and freedom of individuals and groups. Due to the multi-ethnic nature of Nigerian society, which comprises over 250 ethnic groups and multiple religions and political affiliations, there has been a strong need to build social cohesion, inclusion, and peaceful coexistence. Therefore, the Institute for Peace and Conflict Resolution, the National Human Rights Commission, the National Democratic Institute, the Citizenship and Leadership Training Centre, the Nigerian Institute for International Affairs, The Economic Community of West African States (ECOWAS), and many other institutions were established; they and several civil society and development organizations promote the aims of the 1974 Recommendation. Moreover, the government has launched policies and programmes that

¹⁸ <https://www.unescoapceiu.org/>

have allowed both public and private initiatives to contribute to the implementation of the 1974 Recommendation.¹⁹

Egypt: introduction of new concepts in curricula

In its reply to the questionnaire of the 4th consultation held in 2008/09, Egypt stated: *"Pursuant to the [1974] Recommendation [...] and the call of the United Nations General Assembly for the World Programme for Human Rights Education, which began in 2005, to make progress in implementing its programme in all sectors, the Ministry of Education is working on the preparation of curricula with a range of contents and methods appropriate to the age of pupils and commensurate with their intellectual capabilities and level of intellectual, emotional and social maturity. More than 20 new concepts have been included in the curricula, including: human rights, the rights of women, the rights of the child, democracy, education for peace, globalisation, life skills, education for citizenship, national unity, legal awareness, the environment, population increase, the optimum use of resources, rational consumption, respect for work, health, addiction, tourism, traffic awareness, tax awareness and international humanitarian law. These represent contemporary global and societal issues which the student must understand. [...] For educators to address these issues and deal with them as educational subjects, they must meet with the experts in each of these fields and listen to their views and concerns, as well as circumscribe the scientific subject pertaining to each issue and define the information, skills and approaches which represent, together, the content of each issue."*²⁰

Romania: new content in curricula, translation and dissemination of teaching materials, use of new teaching methods, workshops

In Romania, the 1974 Recommendation was used as a reference document when the education system was transformed after the end of the Cold War. This led, among other things, to the introduction of new subjects into educational curricula.

Subjects taught include (i) friendly relations among nations and preventing other forms of violence including bullying, gender based violence, school-related gender-based violence, and other topics related to peace and non-violence, (ii) equality, inclusion and non-discrimination, related to the human rights and fundamental freedoms, (iii) intercultural and interreligious dialogue and global citizenship, related to cultural diversity and tolerance, (iv) environmental sustainability, caring for the planet, climate change, sustainable development, consumption and livelihood, related to human survival and well-being. These topics are taught in arts, civics, ethics/moral, geography, history, languages, religious education, science, social studies, philosophy, as well as in the programmes organized by each school for one week each, entitled "Green Education", and "School in a Different way". Other initiatives include the translation and distribution of teaching and learning resources on human rights, intercultural education and democracy, and the use of pedagogical approaches that encourage multidisciplinary experiential learning.

¹⁹ Source: e-mail from Omotosho Bukola (Nigerian National Commission), 14 December 2023.

²⁰ Source: country report Egypt, 4th consultation.

From 2019 to 2022, the Ministry of Education organized a series of workshops on addressing antisemitism in and through education in cooperation with UNESCO and the Organization for Security and Co-Operation in Europe (OSCE), as well as activities related to “Teaching for refugees” in cooperation with the UN Refugee Agency (UNHCR).²¹

Zimbabwe: reforms in the education system

In its reply to the 5th consultation held in 2012/13, Zimbabwe provided the following information: “*When Zimbabwe acceded to the Recommendations in 1980 after the attainment of independence it put in place various reforms to the education system. These included among others the abolishing of a racially segregated education system and the provision of equal education opportunities regardless of sex, race or ethnic origin. The reform of the curriculum at primary, secondary, tertiary, and university levels of the education system also introduced new disciplines to promote education for peace and human rights [...]. These included among others the introduction of Civic Education in the primary and secondary curriculum and National Strategic Studies in higher education.*

Therefore, the [results] learned by Zimbabwe on the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms include the following among others:

- *Peace building initiatives at various levels of society established;*
- *The reform of the education curriculum as a sustainable means of inculcating peace and human rights;*
- *Formulation of peace strategies that are rooted in local knowledge;*
- *Introduction of the concept of “indigenization” as a guarantee of a people’s human rights”.*²²

Chad: creation of technical services in ministries and civil society associations

In its reply to the 5th consultation questionnaire, Chad mentions the following actions and developments. “*The creation, within the Ministries responsible for education, of technical services responsible for implementing the fundamental principles contained in the Recommendation. These are: i) the National Curriculum Centre, which is responsible for designing and developing curricula and school textbooks incorporating education in the culture of peace, human rights, democracy, international understanding and tolerance; ii) the Department of Civic Education, which is responsible for promoting these principles in schools at primary level;*

- Civil society associations for the defence of human rights, which have sprung up spontaneously with democracy, also contribute to the promotion of the principles contained in the Recommendation. One of these national NGOs, ‘Civitas Tchad’, has received technical and financial support from CIVITAS-International and the United States Embassy in Chad to help the Ministry of Education reform school curricula and textbooks to include Civic Education, which had tended to be neglected.”²³

²¹ Source: e-mail from Madlen Șerban, Romanian National Commission to UNESCO, 18 December 2023.

²² Source: country report Zimbabwe, 5th consultation.

²³ Source: country report Chad, 5th consultation (author’s translation from French).

Mexico: establishment of a National Movement for Cultural Diversity in Mexico

Mexico states in its reply to the 5th consultation that “[i]n order for Mexico to put into practice the UNESCO Recommendations of 1974, [the National Movement for Cultural Diversity] was created in our country, which has taken May 21st, World Day for Cultural Diversity for Dialogue and Development, as a date that favours cultural diversity.”²⁴

²⁴ Source: country report Mexico, 5th consultation.

2.3 The revival of the Recommendation: 2015 – 2023

In May 2015, the World Education Forum adopted the Incheon Declaration. The Declaration, which addresses the topics of access to education, inclusion and equity, gender equality, quality education and lifelong learning opportunities, entrusted UNESCO *“to continue its mandated role to lead and coordinate the 2030 education agenda”* and tasked the organisation with monitoring and reporting on Sustainable Development Goal (SDG) 4 (*“Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”*) and on how education contributes to the other SDGs of the United Nations’ 2030 Agenda for Sustainable Development.²⁵

The adoption of the 2030 Agenda in September 2015 marked a turning point for the 1974 Recommendation as it became an instrument to monitor SDG 4. More specifically, the data collected from countries through the cycle of consultations has been used to monitor progress on Target 4.7: *“by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”*²⁶

Following approval by UNESCO’s Executive Board and validation by reporting countries (7th consultation covering the period 2017-2020), the first country-level results for the global SDG indicator for Targets 4.7, 12.8 and 13.3 were submitted to the UN Statistics Division for publication in June/July 2021 in the global SDG database. The Recommendation is also positioned as the legal foundation for UNESCO’s new programme of work on Global Citizenship Education – inspiring policy reforms in education around the world.

Recent reports of UNESCO Member States attest to the lasting inspirational impact of the 1974 Recommendation. **Ethiopia’s** reply to the 6th consultation (2016/2017) states that *“The first and most important measure taken in this regard is incorporating the Recommendation of 1974 in the [1995] Constitution as well as policy framework of Federal Democratic Republic of Ethiopia”*.²⁷

²⁵ See ED/WEF2015/MD/3, Incheon Declaration: Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All, 2015.

²⁶ See, for instance, 41C/34, “Consolidated report on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms”, 13 October 2021, p.2.

²⁷ Source: country report Ethiopia, 6th consultation.

Case study examples: 2015 - 2023

New Zealand: introduction of GCED in schools, teacher training, creation of institutions and cooperation networks (2010-ongoing)

New Zealand provided several GCED-related initiatives that were launched over the last decade as examples of the impact that the 1974 Recommendation had in the country. In 2010, GCED was established at Auckland Girls' Grammar School. The initiative included mapping of the curriculum, tree-planting, waste management, the creation of student groups, a student prefect and student committee, workshops and lectures, philosophy classes, the production of an anthology of poems, and the participation in international conferences.

2013 marked creation of the New Zealand Centre of Global Studies (NZCGS). NZCGS's work has included student conferences and leadership retreats with expert mentors, participation in international conferences and events, and work with New Zealand's National Commission to support student conferences and research on GCED developments around the world. It has also participated in the process leading up to the Declaration on Global Education in Europe to 2050, and collaborates with UNESCO, APCEIU, GENE, and the UNESCO Asia-Pacific GCED Network on the implementation of the revised 1974 Recommendation in the Asia-Pacific Region. Starting from July 2024, the Centre will be incorporating the Global Citizenship New Zealand, GCNZ, for the implementation of educational initiatives. NZCGS and GCNZ have worked to become the landing pad for GCED in New Zealand and supporting partners in the Asia-Pacific Region and beyond.

In 2017, a similar GCED initiative which stretched across all aspects of college life was launched at St Cuthbert's College, an independent school for girls. All year levels had access to non-assessed learning in school time to engage in global issues. Outside of the classroom, the initiative included a global citizenship group where students formed their own initiatives based on their skills and interests, a Love and Diversity Week, a Fair Trade baking competition, debating teams on global issues, and service projects. Moreover, steps were taken for the college to become a Carbon Zero School, and it joined the ASPnet.

In 2020, the education team of the Centres of Asia-Pacific Excellence, based at the University of Waikato, initiated the GCED programme "Growing Global Citizenship in Aotearoa" which is designed to help teachers grow GCED in their classrooms. Its activities include the creation of professional development opportunities for teachers and the promotion of local, regional and international collaboration. The programme consists of a website (<https://teachapac.nz/>) and forums. In 2023, a 3-day forum with over 400 participants from schools, universities and all sectors was held under the title "Step up to the World | Tū maia ki te Ao". Moreover, a series of short documents connecting GCED with other learning areas such as maths, gender equality, technology, and AI is currently being developed.²⁸

²⁸ Sources: e-mail from Yana Selyuk from the National Commission of New Zealand, 12 December 2023, and <https://teachapac.nz/>

Mauritius: teacher training, holistic approach to education

In Mauritius, a number of initiatives were taken in the field of teacher training, the development of teaching materials, new teaching methods, and new educational contents. From 2012 to 2014, the project “Millennium Development Goals (MDGs) and Kite Flying”, which was inspired by the 1974 Recommendation²⁹, sought to enlist teachers based in Primary schools in Rodrigues Island to become active agents of change and to promote the attainment of the MDGs. As part of the project, school children created kites around themes chosen by teachers, such as the eradication of poverty, provision for basic needs, combating child mortality, protection of the environment, a community approach to teaching and learning, and promoting gender equality.

From 2013 to 2017, the “Open Educational Resource project”, inspired by the 1974 Recommendation,³⁰ made educational materials freely available to teachers in primary schools in Mauritius and Rodrigues islands. It allowed the teachers to: a) use educational resources from an open online repository for African countries, such as Teacher Education for Sub Saharan Africa (TESSA), b) develop original short stories and story books and pilot these in schools, c) develop knowledge, skills and attitudes to create non-commercial, not-for-profit resources, d) consolidate a spirit of solidarity and sharing, thus promoting interdependence, mutual understanding, and valorising individual differences, e) position themselves as agents of peace and empowerment through an altruistic non-conflictual pedagogical project, f) promote a culture of multi-stakeholder participation in formal and informal education, in particular through the contribution of planters, teachers, and parents to a part of the project (‘Agriculture in Rodrigues project’).

Colombia: creation of a “National System of School Coexistence and training for the exercise of HR, sexuality education, and the prevention and mitigation of violence and school”

In Colombia, the goals of the 1974 Recommendation made its way into the country’s legal landscape. They were promoted by Law nr. 1620 of 2013, which is still in force, and by decree 1965, which regulates it. This law created the “National System of School Coexistence and training for the exercise of human rights, sexuality education, and the prevention and mitigation of violence at school”, and established several strategies that contribute to the prevention of violence in the school environment:

- (i) The creation of National and Territorial School Coexistence Committees and a participatory body within the school government, the school coexistence committee. These bodies promote training processes aimed at reflecting on and transforming collective imaginaries regarding coexistence, gender, the active role of students with regard to their Human, Sexual and Reproductive Rights.
- (ii) Comprehensive Care Route, made up of four basic components: Promotion, Prevention, Care and Monitoring. Its purpose is to position and guarantee Human, Sexual and Reproductive Rights, through the promotion of well-being and practices that foster coexistence, as well as the identification of risks and situations that may

²⁹ Source: e-mail from Aneeta Ghoorah, Mauritius National Commission, 15 December 2023.

³⁰ Source: e-mail from Aneeta Ghoorah, Mauritius National Commission, 15 December 2023.

negatively affect these rights, including gender-based violence, in order to foresee them and know how to act when they occur. This route is developed through various protocols for the prevention of and approach to some situations that affect school coexistence. The Colombia Aprende portal contains tools for the promotion of school coexistence and prevention of abuse.

- (iii) The creation of alliances with universities to strengthen school guidance to take comprehensive care of students and their teachers in order to improve conflict situations that affect peaceful coexistence and to complement the pedagogical work of prevention promoted by managers and teachers.
- (iv) The SIUCE is one of the tools of the National School Coexistence System for the protection and guarantee of the rights of students in the school environment. It is a technological platform for the identification, registration and monitoring of cases of harassment, school violence and violation of sexual and reproductive rights that affect students. The tool consists of a school coexistence module, a teen pregnancy module, and a module of consumption of psychoactive substances.

As part of the process of awareness-raising and training regarding this law, the Ministry of National Education published a Pedagogical Guide for School Coexistence: www.mineducacion.gov.co/portal/men/Publicaciones/Guias/339480:Guia-No-49-Guias-pedagogicas-para-la-convivencia-escolar.³¹

3. Conclusion

In many cases, the influence of the 1974 Recommendation was inspirational: it prompted, legitimized and contributed to important transformations that helped mainstream the topics of the 1974 Recommendation into national education systems. It also helped secure greater commitment and funding for its priorities.

The available archive documents and academic studies show that together with other initiatives and instruments in the fields of HRE and EIU, and in spite of lasting challenges which slow down or prevent the implementation of certain aspects of it,³² the 1974 Recommendation has led to significant progress in many Member States in the domains it covers. Thus, the reports of the most recent consultations attest that the guiding principles of the 1974 Recommendation are reflected in the domestic legislation, educational policies and curricula of a vast majority of the responding countries, and a high percentage of respondents describe a steady increase of emphasis on these principles within policy development and curriculum reform as well as a growing number of programmes and activities that promote the principles of the 1974 Recommendation.

³¹ Source: e-mail from the Colombian National Commission for UNESCO, 15 December 2023.

³² The Member States' reports mention a number of obstacles to the implementation, for instance the lack of financial, technical and human resources, lack of training and teaching materials, religious and cultural resistance to integrating human rights-related values and principles in education, armed conflict, and Covid.

However, much remains to be done. According to the latest reports, there are still significant differences between levels of integration of the topics relevant to the 1974 Recommendation in curricula, between their integration in different forms of education, and some topics are much more frequently integrated than others.

The Consolidated Report of the 7th Consultation, for instance, states that “it is clear from some of the responses that levels of integration of ESD and GCED in education systems are considerably higher in some countries than others. [...] Integration is reported as being more extensive at the primary, secondary and tertiary levels than at pre-primary or non-formal education across all components of the education system (laws and policies, curricula, teacher education and student assessment). Topics related to learning to live together are more often covered than those relating to learning to live sustainably. The topics least often included are climate change and sustainable consumption and production.”³³

The process of revising the 1974 Recommendation has allowed Member States to discuss and consensually reaffirm the crucial role of education in responding to old and new social and environmental challenges and in shaping more sustainable and peaceful societies.

The new Recommendation on Education for Peace, Human Rights and Sustainable Development was adopted at the 42nd session of UNESCO’s General Conference in 2023. It outlines how education should evolve in the 21st century, and what action Member States need to take to fulfil the aims set out in the Recommendation.

Generally, however, the direct impact of activities inspired by normative instruments are not easy to measure, especially when the latter are not legally binding, and their implementation is not consistently and independently monitored. If the suggestions of the Executive Board in 2017³⁴ and the ideas included in paragraphs 64-69 of the revised Recommendation of establishing observatories and multi-perspectives on implementation are put in practice, developed and made operational, then this may result in a reporting system that will enable UNESCO to obtain more detailed, useful and reliable information on the implementation of the Recommendation from around the world. Such new monitoring mechanisms are likely to render the Recommendation more effective and powerful in achieving the goals set by the Member States.

³³ See 211 EX/21.II, “Implementation of standard-setting instruments, Part II: Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, Consolidated report on the implementation of the Recommendation”, 12 March 2021, p.4.

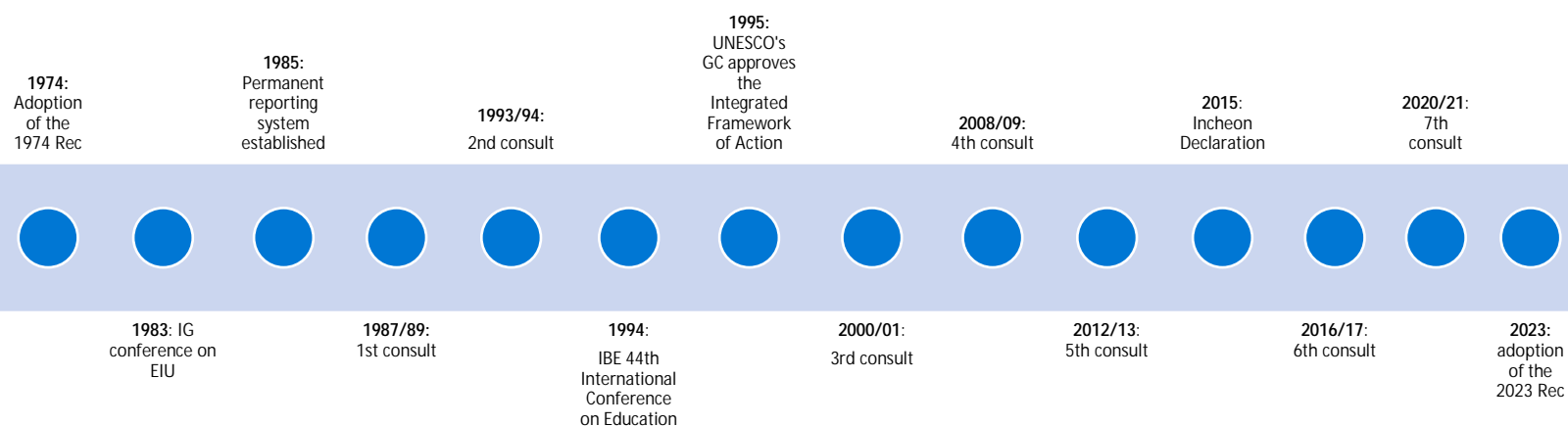
³⁴ In the summary of Member States’ reports of the 6th consultation, the Executive Board “commented that future reports should strive to provide a more qualitative analysis in view of contextual trends and situation reviews”. Moreover, it was suggested to carry out “further research to cross-check how much the figures from the self-reporting process reflect the reality on the ground”. See 39 C/25, “Consolidated Report on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms”, 23 October 2017.

Progress over 50 years:

The timeline below depicts the progression of the Recommendation: from the adoption of the original in 1974, up until the adoption of the revised Recommendation on Education for Peace, Human Rights and Sustainable Development in 2023.

It demonstrates that over time, the global landscape steadily advanced and adjusted when there was a need to improve education based on understandings and priorities of the time. This is evidenced by the fact that 20 years after the adoption of the original in 1974, UNESCO's General Conference approved the Declaration and Integrated Framework for Action in 1995, and almost 25 years after that, they approved the revised instrument in 2023.

Abbreviations: **Rec:** Recommendation; **IG :** Intergovernmental ; **consult:** consultation ; **GC :** General Conference





unesco

United Nations
Educational, Scientific
and Cultural Organization

Study on the historical impact of the 1974
Recommendation concerning Education for
International Understanding, Co-operation
and Peace and Education relating to Human
Rights and Fundamental Freedoms

Stay in touch



23Recommendation@unesco.org



<https://www.unesco.org/en/global-citizenship-peace-education/recommendation>

Follow @UNESCO on social media



Sustainable
Development
Goals