

유네스코 1974 국제이해교육 권고 개정안 검토 포럼

2022년 10월 5일 (수) 14:00~17:40

주최 |  **APCEIU**
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한국국제이해교육학회



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부록 1974 국제이해교육 권고 및 개정안 초안

세부 프로그램

구분	시간	순서 및 연사	
개회	14:00 ~14:10	인사말 한경구 (유네스코한국위원회 사무총장) 임현묵 (유네스코 아시아태평양 국제이해교육원장) 박순용 (한국국제이해교육학회 회장)	
		1974 국제이해교육 권고 개정 배경 및 현황	
1부	14:10 ~14:25	1974 국제이해교육 권고 개요와 개정 추진 현황 유네스코 아시아태평양 국제이해교육원 / 유네스코한국위원회	
	14:25 ~14:50	국제전문가그룹의 주요 활동 및 1974 국제이해교육 권고 개정안 초안의 주요 내용 강순원 (한신대학교 교수)	
	14:50 ~15:00	질의응답	
2부	15:00 ~16:20	1974 국제이해교육 권고 개정안 초안 검토 좌장 한건수 (강원대학교 교수) 조대훈 (성신여자대학교 교수) 김병연 (양재고등학교 교사) 권혁장 (국가인권위원회 인권교육기획과장) 이선경 (청주교육대학교 교수) 변순용 (서울교육대학교 교수) 이동연 (한국예술종합학교 교수) 손동빈 (서울시교육청 민주시민생활교육과장)	
		16:20 ~16:30	휴식
		16:30 ~17:30	종합토론
		17:30 ~17:40	폐회사

개회

인사말

- 한경구 (유네스코한국위원회 사무총장)
- 임현묵 (유네스코 아시아태평양 국제이해교육원장)
- 박순용 (한국국제이해교육학회 회장)

개회

인사말

한경구

유네스코한국위원회 사무총장

안녕하세요. 유네스코한국위원회 사무총장 한경구입니다. 오늘, 이 뜻깊은 자리에 함께해주신 여러분께 감사드립니다. 또한 이 포럼을 함께 준비해주신 유네스코 아시아태평양 국제이해교육원과 한국국제이해교육학회에 감사의 마음을 전합니다.

「국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한 교육 권고」는 평화와 국제이해, 인권, 교육 기본권에 대한 최초의 독립적 문서이며, 권고가 채택되었던 1974년 당시에는 낯선 주제였던 국제교육이 전 세계적으로 발전하는 계기가 된 역사적인 규범입니다. 국제이해교육은 이후 지속가능발전교육 및 세계시민교육 등 다양한 새로운 교육 개념으로 이어졌고, 이 권고는 2015년 지속가능발전목표(SDGs) 4.7의 모니터링 수단으로 활용이 결정되었습니다. 이처럼 1974 권고의 영향과 가치는 50여 년이 지난 오늘날까지 줄어들지 않았습니다.

하지만 최근 들어 변화된 글로벌 교육 환경 및 교육에 대한 이해, 평화와 국제이해를 위협하는 요소 등으로 인해 권고 개정의 필요성이 대두되었습니다. 이에 유네스코는 약 50년 만에 해당 권고를 개정하게 되었습니다. 유네스코는 2021년 개정을 위한 사전 작업을 진행하고, 올해 권역별 자문회의 및 국제전문가위원회를 통해 초안을 마련했습니다. 그리고 유네스코는 지난주 말미에 권고 개정안 초안을 회원국에 공유하고 올해 12월 23일까지 국가 검토를 요청했습니다.

그간 포럼을 준비면서 국제전문가위원회 초안을 토대로 연사 분들께 발표 및 토론을 요청드렸습니다. 그런데 유네스코에서 막판에 수정된 초안을 보내온 관계로 주최 측과 연사 분들께서 갑작스럽게 발언 자료를 다듬으신 것으로 압니다. 짧은 기간 내에 고생이 많으셨습니다.

오늘 포럼에서 주신 의견은 우리나라의 국가 자문(national consultation) 과정에서 매우 중요한 역할을 할 것입니다. 세계시민성과 평화, 인권, 지속가능성, 문화다양성 등 현시대에 집중해서 노력해야 할 국제이해교육 개념을 잘 살피고, 이를 이행하는 방안을 제시하는데 지혜를 모아주시길 바랍니다. 더욱 정의롭고 포용적이며 형평한 국제교육 협력을 위해 여러분의 적극적인 참여를 부탁드립니다. 감사합니다.

개회

인사말

임현묵

유네스코 아시아태평양 국제이해교육원장

안녕하십니까? 유네스코 1974년 국제이해교육 권고 개정안에 대한 국내 각계의 검토 의견을 수렴하기 위한 이번 포럼에 오신 모든 분들께 환영과 감사의 인사를 전합니다.

상대방에 대한 무지와 오해가 불신과 적대를 낳고 전쟁까지도 야기한다고 믿었던 유네스코는 상호이해와 대화야말로 영속적인 평화를 가능케 하는 열쇠라고 보고 이를 위한 국제이해교육을 초기부터 추진해 왔습니다. 1974년 국제이해교육 권고로 약칭하는 「국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한 교육 권고」는 이와 같은 유네스코의 핵심 이념을 담고 있는 매우 중요한 국제 교육 규범입니다.

약 50년이 지난 오늘날에도 이 권고는 여전히 빛을 발하고 있습니다만, 급변하는 시대 상황과 지구촌의 새로운 도전 과제들에 비추어 갱신 또는 개정의 필요성이 그동안 꾸준히 제기되어온 바 있습니다.

최근 팬데믹과 함께 도래한 복합 위기 상황은 그러한 필요성의 무게를 더 크게 해졌습니다. 이 위기 극복을 위해 성인과 청소년이 모두 적극적이고 책임 있는 역할을 할 수 있도록 도와주는 세계시민교육과 지속가능발전교육 같은 변혁교육(transformative education)의 중요성이 한층 더 커졌습니다. 유네스코 아시아태평양 국제이해교육원은 이런 인식 아래 지난 4월 유네스코와 협력하여 아태지역 전문가협의회를 공동 개최하였고, 그 후속으로 오늘 포럼을 준비하게 되었습니다. 이번 포럼이 유네스코 1974년 국제이해교육 권고에 대한 관심과 실행 의지를 높이는 계기가 되기를 기대합니다.

유네스코 아시아태평양 국제이해교육원과 함께 포럼을 준비해주신 유네스코한국위원회와 한국국제이해교육학회, 그리고 발표, 토론, 사회를 맡아주신 전문가, 교육 정책가, 실천가 여러분께 깊은 감사 말씀 드립니다.

개회

인사말

박순용

한국국제이해교육학회장

안녕하십니까? 유네스코 1974 국제이해교육 권고 개정안 검토 포럼의 뜻깊은 자리에 한국국제이해교육학회가 함께 참여하게 되어 기쁩니다. 우리 학회원들은 학회가 창립된 지 23년에 이르는 지금까지 유네스코가 선도해 온 교육 분야의 다양한 활동과 지침들을 그 누구보다도 적극적으로 포용하고 학술적인 접근을 통해 다방면의 교육 실천으로 이어지는 데 이바지해왔습니다. 따라서 이번 개정안 또한 학회원들 모두에게 초미의 관심사이며 많은 기대를 하게 하는 중요한 사안임이 틀림없습니다.

아시다시피 유네스코 1974 국제이해교육 권고의 배경이 냉전 시기 세계평화와 국제협력에 기여하고자 하는 목적으로 발표되었지만, 내용 가운데 상당 부분은 오늘날의 맥락에서도 여전히 유효합니다. 그런데도 21세기에 진입한 세상은 빠르게 변화하고 있으며 인류를 위협하는 위기 상황도 새로운 국면으로 치달으며 우리를 불안하게 하고 있어서, 이에 대응하는 교육적 노력 또한 새로이 요구됩니다. 예컨대 20세기와는 달리 오늘날 사람들은 정보와 지식을 주로 SNS를 통해 실시간으로 얻습니다. 이제는 책을 차분하게 처음부터 끝까지 읽는 것이 마치 소수의 고집스러운 취향 같아 보일 때도 있습니다. 그럴 때면 미래세대가 가짜 뉴스와 허위정보의 범람 속에 증오와 반목을 편식하고 있지는 않을까 언뜻 불안해지기도 합니다.

이처럼 4차 산업혁명의 진전은 인간 삶의 구석구석을 변모하고 있으며 글로벌 경제의 부상과 세계화된 자본주의의 확산은 지구촌의 상호의존성을 심화해 왔습니다. 사소한 한 벌의 옷도 지구촌의 경제적 연결망을 통해 원재료 채취, 가공, 패키징, 수송, 홍보, 판매가 다자적으로 이루어지는 시대에 우리는 살고 있습니다. 그럼에도 불구하고 글로벌 패권을 놓고 벌이는 미국과 중국의 대결에서 보듯이 국가주의와 이념적 파편화에서 파생되는 여러 불안 요소들을 떠안은 지금 상황은 인류의 미래를 여전히 불투명하게 만듭니다.

이 가운데 인류 공동가치의 추구가 가능해지려면 개인, 지역사회, 국가, 세계의 다양한 현상과 문제에 대한 이해를 위한 맥락적 사고력과 책임감을 길러주는 교육이 요구됩니다. 국제 규범과 세계 질서의 변화와 관련해 유엔과 같은 국제기구나 시민사회 운동의 차원에서 제기되고 있는 국제이해교육의 필요성은 지구촌 공동의 가치발견 철학에 기반한다고 봅니다.

유네스코의 아젠다 세팅이 가진 파급력을 감안할 때 개정 권고안은 현시점과 가까운 미래에 우리가 무엇을 어떻게 생각해야 하는지를 전 세계에 공표하는 것입니다. 새 권고안은 인류가 교육을 통해 국제이해, 협력, 평화의 이상적인 상태로 나아가는 데 중요한 이정표 역할을 한 것으로 향후 기억되리라 기대합니다. 따라서 이번 포럼은 권고 개정안에 대한 면밀한 검토와 토론을 통해 그 안에 담아야 할 주요 사안들을 점검한다는 데 큰 의미가 있습니다. 새로운 권고안이 인류의 위기 극복을 위한 진리의 복음서로 기능하리라고 믿는 것은 아닙니다. 다만 길고 어두운 터널 끝의 빛처럼 우리가 계속 나아가야 할 방향을 제시하고 희망의 불씨를 살리려는 노력의 일환이라고 봅니다. 우리가 살아가는 시대가 한편 불안과 위기의 시대지만, 또 한편으로는 새로운 대안과 기회로 열린 시대이기도 하기 때문입니다.

1부

1974 국제이해교육 권고 개정 배경 및 현황

- 1974 국제이해교육 권고 개요와 개정 추진 현황
유네스코 아시아태평양 국제이해교육원 / 유네스코한국위원회
- 국제전문가그룹의 주요 활동 및 1974 국제이해교육 권고
개정안 초안의 주요 내용
강순원 (한신대학교 교수)

발표 1

1974 국제이해교육 권고 개요와 개정 추진 현황

이양숙

유네스코 아시아태평양 국제이해교육원

이조아

유네스코한국위원회

유네스코 1974 국제이해교육 권고 개정안 검토 포럼



1974 국제이해교육 권고 개요와 개정 추진현황

유네스코 아시아태평양 국제이해교육원
유네스코한국위원회



권고 제정 배경

- 권고 명칭(1974년 11월 19일 18차 유네스코 총회에서 채택)
 - Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms
 - 「국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한 교육 권고」

● 제정의 시대적 배경

냉전시기, 핵전쟁의 공포를 절감한 미·소 양국이 1972년 데탕트에 돌입하며 조성된 해빙 분위기

제3세계 독립국가들의 탈식민주의 요구가 고조되는 시기

유네스코 1974 국제이해교육 권고 개정안 검토 포럼

권고의 목적

- 국제이해, 협력과 평화, 그리고 인권과 기본 자유에 대한 존엄성 증진 위해, 유엔헌장, 유네스코헌장, 세계인권선언(26조), 전쟁 피해자 보호를 위한 제네바 협정에 명시한 목적을 교육을 통해 이루는 것
- 회원국의 정의, 자유, 인권 및 평화 진흥을 위한 모든 이의 교육을 보장하기 위한 활동의 지원

유네스코 1974 국제이해교육 권고 개정안 검토 포럼

4. 권고의 구성

- 서문/I. 용어의 의미/II. 범위
- III. 기본 원칙
 3. 유엔 헌장, 유네스코 헌장, 세계인권선언(26조 2항)에 명시된 목적과 의도를 교육에 반영
 4. 국제 연대와 협력 촉진을 위해 교육 정책의 주요 지침으로 삼아야 할 목표 제시
 5. 국제 교육이 개인의 지적, 정서적 발전과 사회적 책임감, 연대감 증진, 비판적 사고력 신장에 도움을 주어야 함
 6. 교육이 국제 이해와 평화 증진에 기여해야 하고, 식민주의, 인종 차별, 증오를 부추기는 이데올로기에 반하는 투쟁 활동에 이바지 해야 함을 강조
- IV. 국가 정책, 기획 및 행정
- V. 학습, 훈련, 행동의 상세한 측면
 - 윤리적, 시민적 측면/문화적 측면/주요 인류 문제에 대한 연구/기타 측면
- VI. 교육의 여러 부문 활동 / VII. 교사 훈련 / VIII. 교육 시설과 자료 / IX. 조사와 실험
- X. 국제 교육: 국제협력 강조, 유네스코 협동학교 활동

유네스코 1974 국제이해교육 권고 개정안 검토 포럼

권고의 특징

- '국제이해'의 정의: 다른 민족, 문화뿐 아니라 한 국가 내부의 다양한 문화 이해 포함, 전지구적 상호의존성이 커지는 현실에서 국제 연대와 협력을 강조하는 지구적 관점을 의미
- 모든 교육이 전쟁과 폭력, 차별과 혐오, 식민주의와 신식민주의, 인종주의에 대한 반대를 분명히 하고, 인권과 기본적 자유, 정의로운 평화, 사회 정의에 이바지해야 한다는 원칙 제시
- 진정한 국제이해와 협력, 세계 평화를 가로막는 국가 간 긴장과 모순의 정치·경제적 요인을 비판적으로 분석하고, 정치경제 권력 독점집단의 이익과 양립할 수 없는 민중의 진정한 이익을 강조해야 함을 역설
- 평화, 정의, 다양성 존중, 포용, 연대와 같은 세계시민교육의 핵심 개념 강조
- 교사교육의 중요성 강조
- 인간중심주의적 관점으로 접근: 18조 e(바)항이 자연 자원 보존과 환경 문제 언급한 유일한 항
- 너무 진보적, 낭만적이라는 비판도 받았으나, 국제이해교육을 세계적 문제 해결을 위한 실천적 프로그램으로 확장

유네스코 1974 국제이해교육 권고 개정안 검토 포럼

권고의 특징

- 최초로 평화, 국제 이해, 인권, 기본적 자유와 교육을 함께 연계한 역사적인 규범
- 세계시민교육과 지속가능발전교육 증진의 근간
 - 교육정책이 글로벌 관점과 국제 연대를 위해 수립되어 함을 강조
 - 권고의 목적은 SDGs 세부목표 4.7, 12.8, 13.3 및 목표 16과 긴밀히 연계됨
- 4년마다 회원국의 권고 이행현황 보고
 - 제7차 이행현황 보고: 2020. 10 - 2021. 3. / 75개국 참여
 - 처음으로 1974 권고 이행현황이 SDG 글로벌 이행지표 DB에 포함됨(2021. 7)

유네스코 1974 국제이해교육 권고 개정안 검토 포럼

권고 개정 배경과 목적

배경

- 권고 채택 약 50년이 흐른 지금
- 글로벌 교육 환경 및 교육에 대한 이해 변화
- 기후위기, 팬데믹 등 평화와 국제이해를 위협하는 요소 증가

목적

- 권고의 적절성과 효과성을 제고할 필요 증대
- 회원국의 교육 변혁을 위한 실행 의지 강화
- 교육에서 긍정적인 변화와 새로운 이해를 권고 내용에 반영

유네스코 1974 국제이해교육 권고 개정안 검토 포럼

권고 개정 일정



유네스코 1974 국제이해교육 권고 개정안 검토 포럼

권고 개정 일정



유네스코 1974 국제이해교육 권고 개정안 검토 포럼

1974 권고 원안 및 개정안 초안 비교 (제목)

<p>원안</p>	<p>국제이해, 협력, 평화를 위한 교육 및 인권, 기본 자유권에 관한 교육 권고</p> <p>Recommendation concerning Education for International Understanding, Co-operation and Peace, and Education relating to Human Rights and Fundamental Freedoms</p>	<p>개정 초안</p>	<p>세계시민성, 평화, 인권, 지속가능성을 위한 교육 권고</p> <p>Recommendation on Education for Global Citizenship, Peace, Human Rights and Sustainable Development</p>
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유네스코 1974 국제이해교육 권고 개정안 검토 포럼

1974 권고 원안 및 개정안 초안 비교 (구성)

원안	전문(preamble) 1. 용어의 의미 2. 범위: 모든 교육 단계 3. 기본 원칙 4. 국가 정책, 기획 및 행정 5. 학습, 훈련, 행동의 상세한 측면 6. 교육의 여러 부문 활동 7. 교사 훈련 8. 교육 시설과 자료 9. 조사와 실험 10. 국제교육(협력)	개정 초안	전문 1. 목적 2. 범위 3. 정의(前용어의 의미) 4. 기본 원칙 5. 실천 분야 6. 후속조치 및 평가 7. 홍보 ※ 별첨(주요국제규범)
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유네스코 1974 국제이해교육 권고 개정안 검토 포럼

1974 권고 원안 및 개정안 초안 비교 (구성)

개정 초안	전문 1. 목적 2. 범위 3. 정의 4. 기본 원칙 5. 실천 분야 6. 후속조치 및 평가 7. 홍보	5.1. 범체계적 요구사항 - 법, 정책, 전략 - 거버넌스, 책무성, 파트너십 - 교육과정과 페다고지 - 평가(Assessment and evaluation) - 학습·교수 자료 및 자원 - 학습 환경 - 교사 훈련(Educator development)
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유네스코 1974 국제이해교육 권고 개정안 검토 포럼

1974 권고 원안 및 개정안 초안 비교 (구성)

개정 초안	전문	5.2. 교육 수준 및 종류에 따른 세부 요구사항 - 영유아 보육·교육 - 학교 교육 - 고등교육 및 연구 - 기술 및 직업 교육·훈련(TVET) - 비형식·무형식 교육 및 성인학습
	1. 목적	
	2. 범위	
	3. 정의	
	4. 기본 원칙	
	5. 실천 분야	
	6. 후속조치 및 평가	
7. 홍보		

유네스코 1974 국제이해교육 권고 개정안 검토 포럼

발표 2

국제전문가그룹의 주요 활동 및 1974 국제이해교육 권고 개정안 초안의 주요 내용

강순원
한신대학교 교수

1974 국제이해교육 권고 개정의 타당성과 과제

강순원(한신대학교)

왜 이 시점에서 국제이해교육(Education for International Understanding, EIU)을 개정하려고 하는가?

- 2021년 11월 24일 유네스코 총회에서 의제 41 C/Resolution 17에 따라 유네스코 75주년을 대비하며 핵심가치인 '평화'를 구체적으로 이행하기 위한 노력의 일환으로 '1974 국제이해교육(EIU) 권고'를 개정하기로 함.
- 'EIU 권고'라는 명칭을 그대로 쓸 것인가를 포함한 일체의 문제는 향후 구성된 국제전문가그룹에서 논의함. 이를 위해 정책연구를 거쳐 지역협의회를 진행하여 최종적으로 2022년 9월 국가별 검토를 거치고 일 년여 간의 특별위원회 논의를 거쳐 2023년 유네스코 총회에서 가결하면 2024년에 개정된 권고가 선포될 예정.
- 이미 2015년에 성인교육 및 직업교육 권고를 개정한 전례에 비추어 1974 EIU 권고 50주년을 준비하며 시대에 맞게 개정 노력을 하는 것은 유의미함.



1974 EIU 권고 개정 관련 국내 프로세스

- 2021년 11월 24일 유네스코 총회 의제 41 C/Resolution 17로 1974 EIU 권고를 개정 의결
- APCEIU 2021년 12월 정기이사회에서 유네스코 당연직 이사인 Vibeke Jensen(Director of the Division for Peace and Sustainable Development)이 상황 공유
 - 이사회를 통해 유네스코 카테고리 2기구인 APCEIU와의 협력이 중요하다는 점을 인식시킴.
- 2022년 4월 6-7일 아태지역 전문가 협의회 예고 후, 유네스코한국위원회는 3월25일 국내 전문가 미팅 주선.
- 아태지역 전문가 협의회에 이선경, 강순원, 박순용 교수 참가. 충분히 논의가 이루어졌고 다른 권역에서도 방향성이 논의됨.
- 2022년 1월 유네스코 본부는 회원국 정부에 전문가 추천을 의뢰했고, 강순원이 한국정부에 의해 추천된 것으로 사료됨. 유네스코 본부로부터 4월20일 위촉한다는 이메일을 받음. 처음엔 대면 논의로 파리에 가서 할 예정이라고 왔다가, 그 다음 날 온라인 회의로 진행한다고 수정.
- 2022년 4월 27일 국제전문가그룹(International Experts Group, IEG)의 첫 informal meeting을 줌으로 개최함.
- APCEIU는 5월4일 국내 전문가 의견 수렴을 위한 국내 전문가협의회를 개최함. 이후는 IEG 개인 자격으로 회의에 참가.

COMPOSITION OF THE INTERNATIONAL EXPERT GROUP(21): UNESCO's 1974 EIU Recommendation

- Asia and Pacific: KANG(ROK/교육사회학), BATJARGAL (Mongolia/특수교육), SUGIMURA (Japan/비교교육), KARAM (Lebanon/법),
- Africa: DIENE (Senegal/법학), KARRAKY (Morocco/재정), LOTZ-SISITKA (South Africa/교육), MUGISHA KAJURA (Uganda/교사교육), SSEMBIRIGE(Uganda/교육과정), ABDALLAZAYED HEGAB(Egypt/ 사회학)
- Europe: CEFAL (Malta/심리학), FARTUȘNIC (Romania/교육정책), GOLLOB (Switzerland/문화인류학), SANTOS PAIS (Portugal/인권법), YAGUBLU (Azerbaijan), VARANAUSKAS (Lithuania/교육정책), MOSIASHVILI(Sweden/인권법)
- South America and Caribbean: DA SILVA NÓBREGA (Brazil/교육부장관), PAULINA DÁVILA (Colombia/교육공학), SCHMELKES (Mexico/교육사회학)
- North America: PACKER (Canada/인권법)

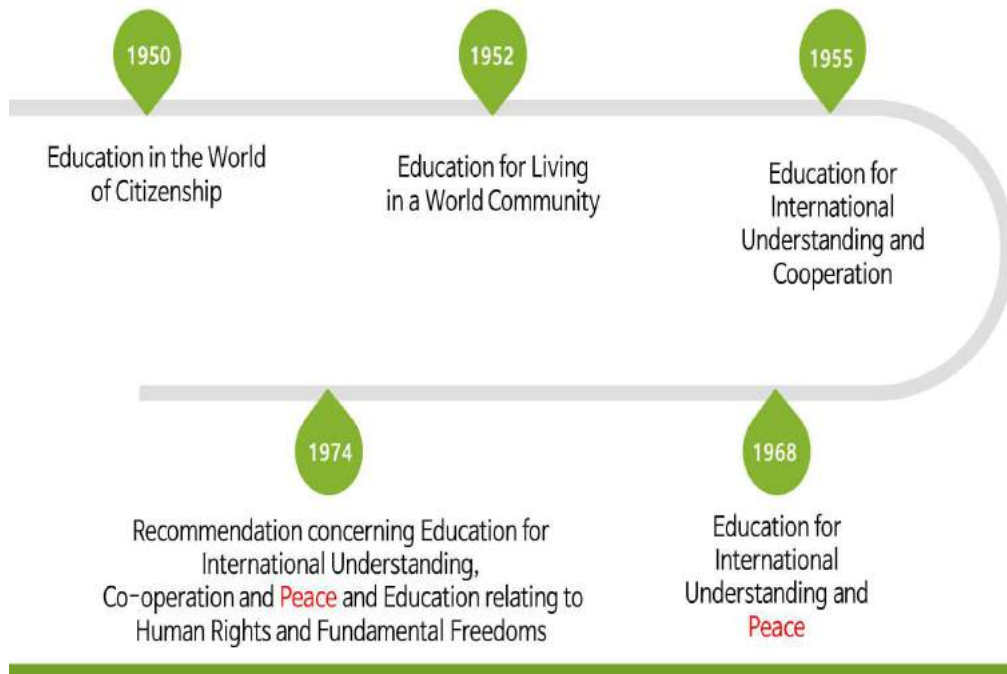
IEG 구성의 문제점과 운영방식

- 1974 EIU 권고 개정을 위해 진행한 informal technical consultation 의견이 제대로 반영 안됨: 코로나 상황이나 평화에 대한 강조가 있었으나 개정안에서는 거의 반영이 안됨.
- 권역별 전문가협의회에서 제안된 개정 방향이 충분히 논의도 안 되었고, 개별 전문가들이 자기 이야기만 했지 권역별 협의회에서 이야기된 것들을 공유하지 않음.
- EIU/GCED 개념에 대한 이해가 거의 없어 보였으며, 소수의 친유네스코 발언자들의 주도를 온라인 회의에서는 막을 수가 없었음.
- 특히 교육을 통해 유네스코 평화, 인권, 정의 등의 가치를 이행한다는 1974 EIU 권고의 의미가 무색할 정도로 교육전문가들의 발언은 그 수위가 낮았음.
- IEG 구성의 형평성이 전혀 맞지 않음. 아태지역의 경우 동북아에서만 셋이 들어갔고, 다른 지역도 주요 국가들은 다 빠진 채 논의가 진행되는 과정에서 누가 EIU 전문가이고 어떤 절차를 통해 선발되었는지 불분명. 형식적인 자기 소개를 하였지만 상호이해 수준은 낮음.

1974 EIU 권고와 2024 개정안에 담을 50년 변화?

- Relevance의 관점에서 1974 EIU 권고는 냉전의 산물일 뿐이고 2020년대 이후 시대적 상황을 담지 못하는가? 신냉전 상황으로 이어지는 오늘날 강대국의 자국중심주의는 오히려 자유주의를 위협하는데 신식민지적 불평등과 불관용 억지를 위한 EIU가 훨씬 더 적절성이 있다. 그래서 최소로 개정하자는 의견이 약간 있었음에도 정치적 쟁점화되는 의제는 피함.
- 2000년 이후 국가 간 전쟁이 미국의 개입으로 되살아났다. 특히 우크라이나 전쟁의 장기화가 예견되는 가운데 국가 간의 이해와 협력 및 패권주의적 국제질서 비판은 그 무엇보다 중요하지만 개정안에는 평화, 반전, 전쟁억지 등과 같은 EIU 핵심 화두가 반영되지 않았다. 트럼프 정권 때 미국이 유네스코를 탈퇴하고 바이든 정부도 재가입을 안한 상태이지만 여전히 미국의 비위를 건드리는 의제는 담지 않는다. 평화는 비판적 반전 평화가 아니고 유네스코의 좋은 말에 불과.
- 인권의 과도한 강조 및 지속가능발전교육으로의 전환에 세계시민교육이 빠짐. 1974 국제이해교육(EIU)이 2024 세계시민교육(GCED) 이어야 한다는 주장을 했으나 평화, 인권, 지속가능발전교육이 이미 세계시민교육 이라는 반론에 밀림. 권역별 논의에서는 세계시민교육의 강조가 많이 되었음에도 IEG 논의에서는 동의하는 사람이 아무도 없음. 실효성(effectiveness)중심의 접근이 무의미.
- 1974 EIU 권고는 완전 사라졌다. 개정이 아님. 누구의 관점에서 EIU를 완전히 새로운 평화, 인권, 지속가능발전 교육 권고(Revised Recommendation on Education for Peace, Human Rights and Sustainable Development)로 개정하였는가? 1995년 평화, 인권, 민주주의 교육 선언 및 통합 요강(Declaration and Integrated Framework of Education for Peace, Human Rights and Democracy)과 어떤 차별이 있는지 이해 불가능.
- 결국 글로벌 정의가 빠진 기후 변화나 지속가능발전 그리고 인권 등은 코로나 이후 정의로운 글로벌 환경 구축에 교육적 기여를 못함.

EIU 개념 형성의 역사적 흐름



1974 EIU 개념의 시대적 의미

1. 전후 부상된 국제사회의 평화, 인권 및 국제협력의 공공목적을 교육을 통해 이루자는 관점.
- Club of Rome (1972)나 New International Economic Order (NIEO)와 결을 맞춘 '정의 기반'의 세계문제 해결을 위한 국제이해교육을 권고한 것임/4항의 주요지침에 근거, 6항과 15항에서 교육의 평화도구화 명시.
2. EIU는 18항에서 강국의 관점만이 아닌 제3세계적 관점에서 불의한 국제질서에 대항하는 인민과 국가의 자결권, 반전 평화유지, 이주의 시대 차별반대, 자연친화적 접근, 문화유산 보존 등을 학제적으로 다룰 것을 명시.
3. EIU는 모든 수준의 교육 단계에서 홀리스틱한 방법으로 모든 사람이 교육으로부터 소외되지 않도록 인지적, 정서적, 행동적 차원에서 접근할 것을 권고, 이를 위한 교사교육과 국제협력을 강조.

4. Objectives of EIU (교육목표)

- (a) 모든 수준 및 모든 형식의 교육에 **국제 차원과 세계적 시각에서 접근**
- (b) **국내 민족 문화와 타민족 문화**를 포함한 모든 민족, 그들의 문화, 문명, 가치와 생활 양식에 대한 **이해와 존중**
- (c) 민족간, 그리고 국가간 범 지구적 **상호 의존** 관계가 증대한다는 사실에 대한 자각
- (d) 타인과 **의사 소통** 능력
- (e) 개인, 사회 집단 및 국가 상호간 상대방에 대한 **권리뿐만 아니라 의무에 대한 자각**
- (f) **국제 연대와 협력**의 필요성에 대한 **이해**
- (g) 사회, 국가 및 세계 전체 **문제 해결에 자발적 참여**

평화의 도구로써 EIU

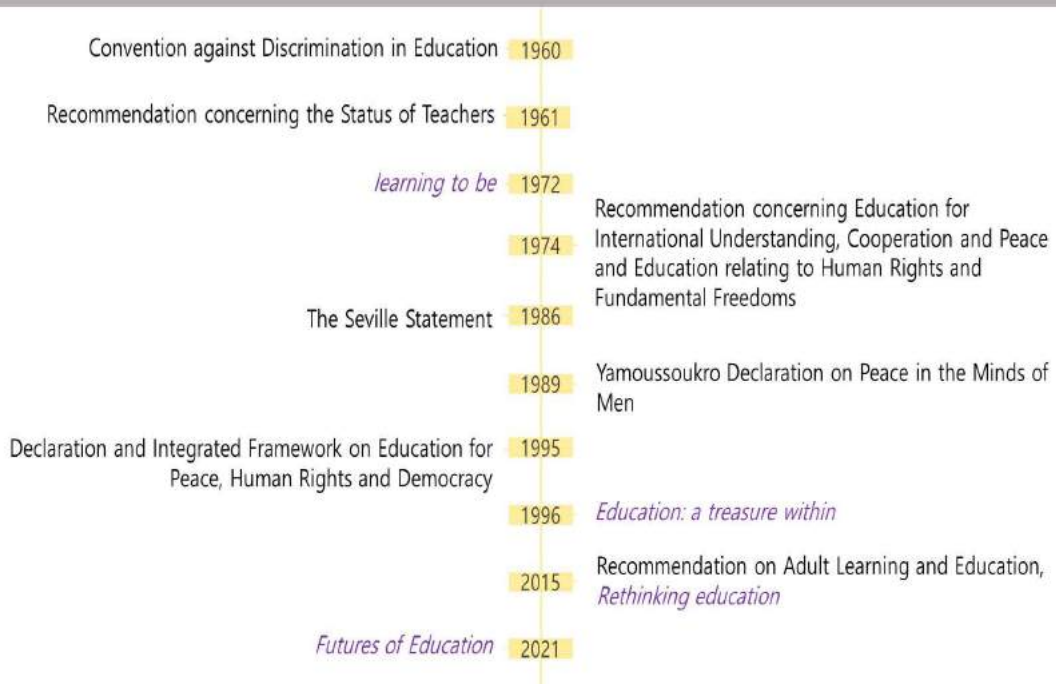
- 6. 교육은 세력 확대와 침략과 지배를 위해 전쟁 수단을 사용하거나 억압을 위해 무력과 폭력을 사용할 수 없다고 특히 강조해야 하며, 모든 개인에게 **평화를 유지할 책임**을 인식하고 또 그 책임을 지도록 해야 한다. 교육은 국제 이해와 세계 평화 증진에 기여해야 하고, 모든 종류의 식민주의와 신식민주의, 모든 형식의 인종주의와 파시즘과 인종 차별 정책 및 이 권고의 취지에 반하는, 그리고 민족적, 인종적 증오를 부추기는 기타 이데올로기에 반대하는 투쟁 활동에 이바지해야 한다.
- 15. **교육은 국민의 진정한 이익을 강조해야 함과 아울러 이러한 이익은 착취하고 전쟁을 도발하는 독점적인 경제, 정치 권력 집단의 이익과는 양립할 수 없음을 강조해야 한다.**

유네스코는 TIU 이행을 전문에서 독려, 그 실효성은?

- **총회(The general conference)**는 회원국이 각국 헌법 관례에 어긋나지 않는 범위에서 본 권고가 규정한 원리를 각국 영토 안에서 실현하는 데 필요한 모든 법적 및 기타 조치를 취해 다음 조항을 적용할 것을 권고한다.
- **총회**는 회원국이 초등 교육, 고등 교육, 학교 밖 교육을 맡고 있는 관계 당국이나 부처, 예컨대 학생운동과 청년 운동, 학생, 부모, 교사 연합과 기타 이익 집단처럼 젊은이와 성인 교육에 관계 있는 여러 단체가 본 권고에 관심을 갖도록 해줄 것을 권고한다.
- **총회**는 회원국이 본 권고를 이행하느라 벌인 활동에 관해 총회가 결정한 양식에 맞춰 보고서를 작성, 날짜에 맞춰 총회에 제출할 것을 권고한다.
- 그럼에도 적절성과 실효성의 차원에서 볼 때 그리 효과적이지 않고 확산되지도 않았다고 판단. 회원국의 관심이 저조하고 용어의 혼란이 있다고 판단.

Mission of UNESCO's peace-making through education

- In UNESCO, the dangers of violent nationalism in the 20th century made embrace the spirit of internationalism in the direction of global unity (Duedahl, 2020).



1974 EIU 권고 이후

- 1989년 소련이 해체되면서 냉전이 끝났다는 국제정세 하에서 강경한 이념적 성향을 보이는 EIU는 보편적인 틀인 Declaration on Education for Peace, Human Rights and Democracy (1994)로 변화되고 구체적인 실행 요강(Integrated Framework)이 1995년 결의됨.

Global education issues: EFA 정책 확산

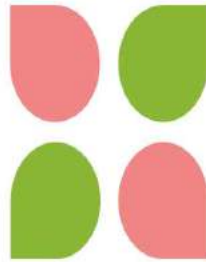
- basic literacy capacity for all: [Jomtien 1990](#)
- increase of employability through quality education and lifelong learning: [Dakar 2000](#)
- global citizenship education following Global Education First Initiative (GEFI):
[Muscat\(2013\)](#) to [Incheon \(2015\)](#)
- SDG 4.7로 통합적으로 가시화.

SUSTAINABLE DEVELOPMENT GOALS



EIU는 어떻게 SDG4.7과 접목되어야 하는가?

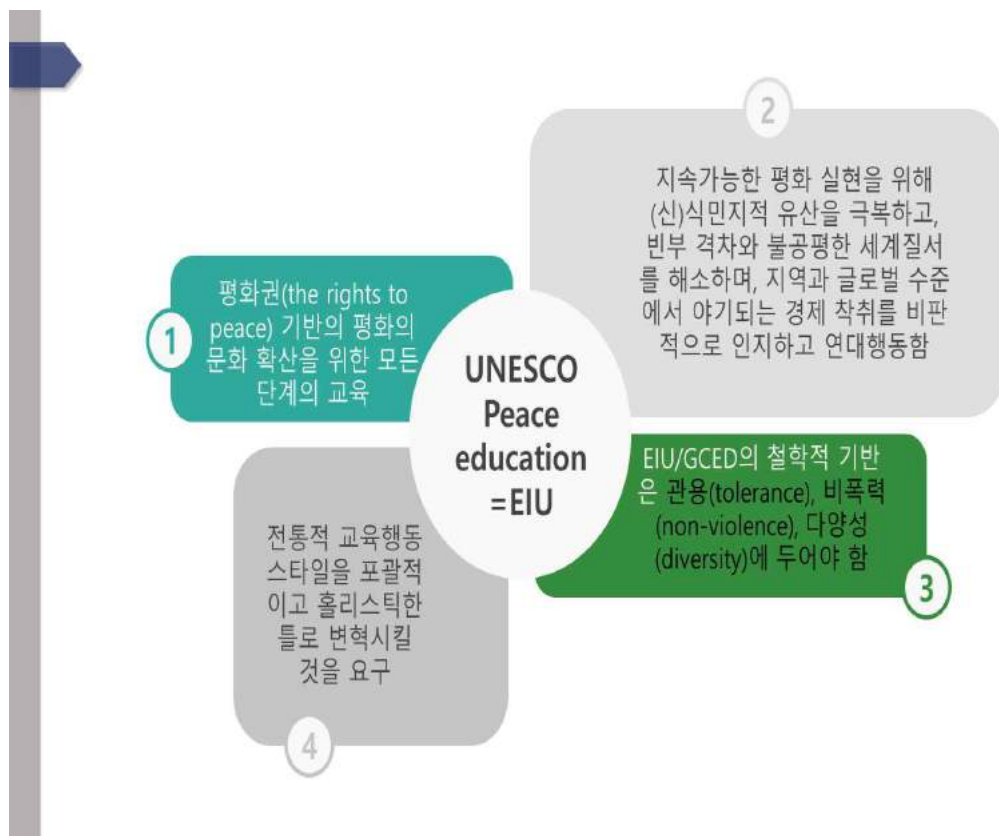
폭력적 국가패권주의가 좌우하는
자유주의적 EIU/GCED를 넘어선
글로벌 평화와 연대를 향한
EIU/GCED로 개념적 변혁.



SDG 4.7의 제 영역을 EIU/GCED
틀로 통합하여 국가교육과정에 반영.
이행의 수준을 다원화함.

1974 EIU 권고의 시대정신은 오늘날도
유효.글로벌 질서를 비판적으로 인식하고
정의 기반의 EIU/GCED 교수법을 체계적
으로 발전. 이를 위한 국제협력이 요구됨.

SDG 4.7 평가와 모니터링을 통해
궁극적으로 교육을 통한 평화의 문화
확산에 기여하도록 함.



1974 EIU 권고 개정 과정에서 남은 과제

- 1974 EIU 권고가 탄생한 시대상황이 현재 완전 달라졌는가? 이에 대한 전문가집단의 비판적 목소리가 반영될 수 있도록 다각적인 노력을 해야 할 것임.
- 현재 남은 프로세스는 회원국 정부가 초안을 검토하고 이후 구성될 특별위원회에서 안을 확정하는 일 년여의 시간이 남아있으나, 회원국들이 얼마만큼 관심을 갖고 참여할지는 미지수. 특히 1974 EIU 권고 때같은 제3세계 국가들의 집단적 대항 목소리가 나올 가능성은 낮아 보임. 따라서 한국정부가 강조할 것은 이것은 '1974 EIU 권고'의 개정이라는 것을 강조할 필요가 있음. 이에 준해 1974 EIU 권고는 2015년 이후 GCED임을 강조하며 제목에 GCED가 들어가도록 해야 함.
- 국제이해교육 전문기관으로서 아태교육원은 EIU/GCED개념의 보편화를 위한 아카데미한 노력에 경주해야 함.



2부

1974 국제이해교육 권고 개정안 초안 검토

- 조대훈 (성신여자대학교 교수)
- 김병연 (양재고등학교 교사)
- 권혁장 (국가인권위원회 인권교육기획과장)
- 이선경 (청주교육대학교 교수)
- 변순용 (서울교육대학교 교수)
- 이동연 (한국예술종합학교 교수)
- 손동빈/장경희 (서울시교육청 민주시민생활교육과
과장/장학사)

발표 1

세계시민교육의 관점에서 본 1974 국제이해교육 권고 개정안 초안

조대훈

성신여자대학교 교수

1974 국제이해교육 권고(원제: Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms) 개정안은 21세기 인류가 직면한 복합적인 문제와 위기 상황 속에서 커다란 의미를 지니는 국제사회의 프로젝트임에 틀림없다. 요약하면, 기존 원안과 비교할 때 이번 1974 국제이해교육 권고 개정안에서 가장 두드러진 차이점은 시민교육 패러다임의 확장, 특히 협의의 시민교육 또는 국제이해교육에서 세계시민교육으로의 패러다임 전환이라 할 수 있으며, 이는 본 개정안의 가장 두드러진 성취라 평할 수 있다. 이하에서는 세계시민교육(global citizenship education, GCED)의 관점에서 1974 국제이해교육 권고 개정안의 주요 특징 및 함의를 간략히 논의하고자 한다.

1. 1974 권고 개정안의 특징

첫째, 1974 권고 개정안에서 세계시민성의 용어가 명시적으로 등장하였다. 1974 권고 원안의 경우, 시민성(citizenship)의 개념이 한 번도 등장하지 않았고, 그 대신 국제이해교육과 인권교육 및 평화교육이 병렬적으로 사용되었다. 1974 권고 원안에서 교육은 ‘좁은 의미의 시민교육’에 가까웠다. 그런데, 1974 권고 개정안 제목(“Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development”)에서 알 수 있듯이, 1974 권고 개정안은 좁은 의미의 시민교육을 뛰어넘어 보다 포용적이고 변혁적이고 참여적인 시민교육의 정의를 채택하였다. 특히 세계시민성(global citizenship)은 국제이해교육을 대체하는 새로운 시민교육의 지향점으로 명시되었다. 용어 의미(significance of terms), 기본원칙(guiding principles), 활동 영역(action areas), 학교급 및 유형별 요구사항(specific requirements per level and type of education) 섹션 등 모든 하위 영역에서 세계시민교육에 대한 강조점이 두드러졌다.

둘째, 1974 국제이해교육 권고 개정안에서는 세계시민교육을 구성하는 내용 요소(또는 핵심 주제) 및 폐다고지 접근법이 전면으로 등장하였다. 세계시민성(global citizenship), 인권(human rights), 성평등(gender equality), 평화/비폭력(peace/non-violence), 문화다양성(cultural diversity), 지속가능발전(sustainable development), 인권 관련 연구에서 제시된 세계시민교육의 핵심 개념 또는 범주가 강조되었다.¹⁾

또한, 1974 국제이해교육 권고 개정안은 목적(aims)과 기본원칙(guiding principles)을 새롭게 기술하면서 ‘변혁적(transformative)’ 교육의 대원칙을 내걸었는데, 이는 세계시민교육이 추구

1) 박환보, 조대훈, 박경희, 엄정민(2020). 2020 세계시민교육 국내 모니터링 체제 구축 연구. 서울: 유네스코아시아태평양국제이해교육원; Sandoval-Hernández, A., Isac M. M., & Miranda, D. (2018). *Measurement strategy for SDG global indicators 4.7.1 and thematic indicators 4.7.4 and 4.7.5 using international large-scale assessments in education*. UNESCO Institute for Statistics.

해 온 변혁적 교육의 기본 원칙들을 따르고 있다. 포용적(inclusive), 총체적(holistic), 참여적(participatory), 다학문적/학제적(multidisciplinary/interdisciplinary), 평생교육적(life-long learning) 접근, 개인-지역-국가-지구촌 사회 간의 밀접한 상호연결성에 대한 인식 함양, 비공식-무형식적(in-formal and non-formal) 교육에 대한 균등한 관심 등은 1974 국제이해교육 권고 개정안이 지향하는 변혁적 교육의 핵심 원칙을 구성한다. 또한 성평등(gender equality)에 관한 구체적인 언급이 두드러지며, ‘gender-transformative’의 접근이 모든 영역에서 강조되고 있다.

셋째, 1974 국제이해교육 권고 개정안은 지역-국가-세계 수준의 거버넌스와 교육적 책무성의 개념에 기초하여, 시민교육 주류화 과정에 대한 모니터링 및 평가의 중요성에 주목하였다(예: VI. Follow-up and Review). 이는 SDGs 지표 및 모니터링 체제 개발에 관한 국내외 사업과도 그 맥락을 같이 하고 있다.

2. 세계시민교육 차원에서 1974 국제이해교육 권고 개정안이 내포한 쟁점 및 과제

세계시민교육의 관점에서 1974 국제이해교육 권고 개정안이 다음 두 가지 측면에서 향후 재검토가 필요함을 제안하고자 한다.

첫째, 1974 권고 개정안의 성격이 시민교육 차원에서 보다 뚜렷해질 필요가 있다. 현재 개정안은 세계시민성, 평화, 인권, 지속가능발전이라는 4가지 핵심 주제 또는 가치를 우선적으로 지향하는 방식으로 구성되고 있다. 이는 원안에 비해 진일보한 접근 방식이지만, 시민교육의 차원에서 이는 병렬적이고 독립적인 영역으로 인식되고 접근될 가능성이 있다.

“Global Citizenship” refers to a sense of belonging to a broader human community, sharing a destiny on this planet, which is in addition to other senses of belonging. It emphasizes political, economic, social and cultural interdependence and interconnectedness between the local, the national, regional and the global, and implies a common global responsibility to build a more just, equal, sustainable and peaceful world. (p. 4)

특히 용어 정의 섹션에서 ‘세계시민성’ 개념은 협의의 의미로 정의되고 있으며, 이로 인해 세계시민성을 위한 교육은 평화-인권-지속가능발전을 위한 교육과 독립적인 시민교육의 접근방식으로 간주될 수 있다. 권고안 본문은 이 4가지 핵심 주제가 상호불가분의 관계라는 점을 명시하고는 있지만, 시민교육 차원에서 이를 포괄하는 접근이 요청된다.

둘째, 기존 원안이 지녔던 한계점 중의 하나인 부정적인 문제-쟁점 현상의 언급이 권고안에서도 마찬가지로 생략되고 있다.²⁾ 예를 들면, 불평등(inequality) 문제보다는 평등(equality)을 강조하는 본문의 접근방식이 두드러진다. 이는 평등(equality)을 명시적으로 강조함으로써 동전의 양면과도 같은 불평등(inequality)의 개념을 상대적으로 축소시키는 결과를 낳는다. 인권, 평화, 지속가능발전의 실현은 이의 반대급부인 차별, 혐오, 전쟁, 불평등의 현상 및 이의 구조적 원인들을 구체적으로 다룸으로써 가능하다.

2) (성평등의 경우를 제외하고는) 부정적 단어 대신 긍정적 단어를 사용한 접근방식은 회원국들 간의 문화 또는 정치적 상황의 차이를 감안한 결과라고 판단해 볼 수 있다. 개정안에서는 불평등(inequality), 부정의(injustice) 등의 단어가 한 번도 언급되지 않았다. gender-보다 변혁적이고 참여지향적인 1974 권고 개정안의 성격에 더 부합하는 개념일 수 있다.

발표 2

평화교육 관점에서 본 1974 국제이해교육 권고 개정안 초안

김병연

양재고등학교 교사

1. 평화와 평화교육의 위상

인류의 역사에서 평화는 동서양을 막론하고 주된 관심사였다. 평화의 개념을 한마디로 규정하는 것이 쉽지 않고 인권, 국제이해, 세계시민, 민주시민, 성평등, 노동인권, 다문화 등 다양한 교육 주제와 평화를 어떻게 연관 지어 이해할 것인가에 대해서도 뚜렷이 합의된 결과물이 없다. 이들 주제를 대등한 것으로 보고 평화교육을 병렬적으로 나열하기도 하고 다른 주제를 모두 포괄하는 의미로 이해하기도 한다.

필자는 평화를 지구상에 존재하는 모든 존재와 인간의 관계 맺음을 다루는 것으로 다른 교육 주제들을 포괄하는 개념으로 이해하는 것이 바람직하다고 생각한다. 다양한 교육 주제를 관통하는 하나의 키워드를 들라고 하면 단연 평화를 제시할 수 있다는 것이다.

이 권고 개정 초안(이하 권고안)에서 함께 강조하고 있는 세계시민의식, 인권, 지속가능한 발전 등은 포괄적으로 평화를 이해할 때 평화의 하위 개념으로 설정해도 무리가 없어 보인다. 마찬가지로 국제이해교육, 세계시민교육 등이 궁극적으로 추구하는 목표 또한 평화로 수렴될 수 있기 때문에 이 권고안은 ‘세계 평화를 위한 교육 분야의 권고’로 불러도 어색하지 않다. 권고안을 만든 궁극적인 목적을 생각해보면 모든 인간이 인권을 존중받고 지속가능한 세계에서 삶을 평화롭게 영위할 수 있도록 하기 위함이기 때문이다.

2. 보편성과 특수성에서 조화로운 평화교육

평화교육의 이미지는 매우 다층적이다. 다문화 사회에서의 평화교육, 분단국가에서의 평화교육, 민족·인종 분쟁을 겪고 있는 지역에서의 평화교육 등 지역적 특성, 내면의 평화, 개인 간의 관계에서 평화, 집단 간의 평화, 국가 간의 평화 등 관계의 형식적 측면 등에서 다양한 인식이 공존하고 있다. 평화와 평화교육을 추상적이고 당위적이며 현실 가능성이 낮은 것으로 인식하기도 한다.

권고안의 ‘5.1.3. 교육과정과 교육학’에서 지역적 맥락에서 우선 요구되는 평화교육의 목표, 내용, 방법에 대한 모델을 지역의 연구자, 기관, 국가와 유네스코가 지속적으로 협력하여 공유할 필요가 있음을 강조할 필요가 있다. 권고안에서 교육과정과 교육학을 지금처럼 상세하게 다룰 것이라면 발달 단계에 따른 평화교육의 단계, 내용, 방법을 제시할 필요가 있다. 연령별, 발달 단계를 고려한 접근의 필요성, 내용과 방법, 지역별 특수성을 반영한 평화교육을 강조해야 함을 제시할 필요가 있다.

3. ‘당위’를 뒷받침하는 근거의 충분한 제시

권고안을 읽으면서 마음 한 편에서 불편함을 느꼈다. 인간다운 사회와 세계를 만들자는 ‘당위’를 학생들과 토의하는 것을 직업으로 늘 고민해야 필자의 입장에서조차 권고안이 현실과 다소 동떨어져 설득력을 갖기 어렵다고 여겨졌다. 당위를 강조하지 말자는 것이 아니라 당위만을 반복하는 것은 공허할 수 있다는 것이다.

당위를 주장하기 위해서는 솔직해져야 한다. 권고안이 곳곳에서 이상적인 평화 상태를 궁극적인 목표로 내세우고 있는 상황에서 명백하게 잘못된 행위가 무엇인지 더 솔직하게 선언하고 이를 함께 해결하자고 제안해야 한다. 권고안의 전반적인 방향에 대해 모두가 고개를 끄덕일 수 있지만, 함께 해결해야 할 문제의 본질이 무엇인지, 그것을 어떻게 극복할 것인지 해법이 제시되고 있지 못하다.

1974년 권고안이 당시 시대적 과제를 해결하기 위해 출발했듯이, 개정을 논의하고 있는 현재의 비평화 상황을 극복하기 위한 노력이 강조되어야 한다. 전쟁이 언제든지 일어날 수 있다는 상황을 전 세계시민들이 생생하게 경험하고 있고, 인종차별과 혐오, 증오 선동의 사례가 수시로 공유되고 있으며, 기후 변화로 인한 기후위기, 팬데믹으로 인한 대혼란, 국제 분쟁과 난민을 둘러싼 논쟁 등에 이르기까지 ‘핵심 내용’이 보다 선명하게 강조되고 그것을 어떻게 해결할 것인지에 대한 ‘지향점’과 ‘방법’이 함께 제시될 필요가 있다. 아울러, 향후 예상되는 극복 과제에 대한 논의를 더 적극적으로 발굴하고 문제의식을 공유하는 작업을 강조해야 한다.

전쟁 없는 세상, 국가 간 상호이해, 글로벌 정의, 분쟁 해결, 민족 간 혐오 및 인권 침해 방지, 핵무기 및 살상 무기 억제 등 공포와 결핍으로부터의 자유를 포괄하는 평화 관련 글로벌 아젠다가 UN 설립 초기부터 핵심의제였다.³⁾ 세계 평화를 위협하는 주요 강대국의 행위를 비판하고 성찰하지 못하면 이 권고안은 ‘그냥 좋은 문서’로만 인식될 가능성이 크다. 군비 증강 문제, 군축 문제, 전쟁 발생에 대한 두려움 등 평화를 위협하는 장벽을 언급해야 당위가 설 자리가 생긴다. 특히 적자생존, 양육강식의 또 다른 이름이라 할 수 있는 능력주의 논리가 시민들의 마음속에 깊고 넓게 뿌려져 있는 현실을 어떻게 극복할 것인가를 포함해야 한다. 자기 삶의 일부로서 사회 현상을 받아들일 때 이상적 논의가 헛된 말잔치에 머무르지 않고 절박하게 해결해야 할 문제가 되고 희망을 만드는 동력이 될 수 있다.

4. 기타

가. 디지털 기술을 활용한 교육 방안 강조

1974년에는 인식하기 힘들었던 디지털 기술의 발달, 인공지능기술의 발달 등 사회변화가 초래할 문제에 대한 관심과 더불어 이러한 기술을 활용한 평화교육의 내용과 방법에 대한

3) 강순원(2022). 유네스코 평화교육의 한반도 현지화. 교육사회학연구, 32, 2.

논의도 권고안에 포함될 필요가 있다. 개정안에는 온라인 학습 플랫폼의 중요성을 강조하고 있지만 회원국 내의 조치 권고사항에 머물고 있다. 소셜 네트워크의 발달, 영상 기술의 발달, 화상회의의 일상화 등 디지털 기술은 글로벌 관점에서 이루어지는 교육을 더 보편적으로 시행할 수 있도록 도울 수 있다. 유네스코와 국제 기구 차원에서 그 활용 방안을 더 적극적으로 제시할 필요가 있다.

나. 문화 다양성 존중과 보편적 가치 존중 사이에 존재하는 문제에 관심

문화 다양성에 대한 존중과 보편적 가치에 대한 존중 사이의 긴장 관계를 어떻게 극복할 것인지 명시적인 안내가 필요하다. 다양성 논리를 내세워 보편적 가치를 무시하거나 보편적 가치를 내세워 다양성을 인정하지 않고 편협하는 일이 현실의 국가 간 관계에서 어렵지 않게 발견할 수 있다.

이러한 상황에서 글로벌 이슈를 다루게 되면 개인과 국가는 각자 유리한 논리를 내세우며 자신들의 행위를 정당화할 가능성이 크다. 권고안에서는 이러한 상황을 어떻게 다루어야 하는지 그 방향을 제시해야 한다.

다. 권고안 체계의 범위와 계열의 검토 필요

권고안 체계와 관련하여 범위와 계열의 측면에서 보완이 필요해 보인다. 예를 들어, 목표에 제시된 1,2,3은 권고안을 만들게 된 목표(왜 권고안을 만들었는가)라면, 기술·역량을 제시한 4는 권고안에 제시된 가치를 담아 실제 교육을 통해 이루어야 할 목표(이 교육을 통해 어떤 기술·역량을 기를 것인가)에 해당한다. 현재 권고안은 교육을 통해 길러야 할 기술·역량이 권고안의 목표에 포함되어 있어 위계가 맞지 않다. 기술·역량은 교육과정과 교육학 부분으로 이동하여 배치하는 것이 적절하다.

11가지의 기술·역량도 내용적 측면, 형식적 측면 등을 요목화하여 체계적으로 제시할 필요가 있다. 예를 들어, ‘g. 협력적 기술’, ‘i. 평화로운 갈등 해결 및 전환’, ‘k. 의사소통 기술’은 내용 중복의 측면이 있고 ‘a. 분석적, 비판적 사고와 이해’에 ‘b. 미래 예측’이 하위 요소로 포함될 수도 있다.

‘4. 기본 원칙’에서는 14개의 내용이 범위와 계열이 불분명한 상태로 병렬적으로 나열되어 있다.

또한 ‘1. 목표, 4. 기술·역량’ 부분과 ‘2. 범위’, ‘4. 기본 원칙’ 부분에서 비슷한 문장이 계속해서 반복적으로 제시되고 있다. 불필요한 수식어(~~을 위한)를 줄이고 항목에 맞는 내용을 간명하면서 일관성 있게 제시해야 한다.

발표 3

인권교육 관점에서 본 1974 국제이해교육 권고 개정안 초안

권혁장

국가인권위원회 인권교육기획과장

세계인권선언은 전문에서 모든 인류 구성원의 천부의 존엄성과 동등하고 양도할 수 없는 권리를 인정하는 것이 평화의 기초이며, 인권에 대한 무시와 경멸이 인류의 양심을 격분시키는 만행(공포와 결핍, 폭정과 억압)을 초래했음을 인정하였다. 보다 폭넓은 자유 속에서 사회적 진보와 보다 나은 생활수준을 증진하기로 다짐하고, 학습 및 교육을 통하여 이러한 권리와 자유에 대한 존중을 증진하기 위하여 노력해야 함을 명시하였다. 또한 제26조에서 모든 사람은 교육받을 권리를 가지고, 교육은 인격의 완전한 발전과 인권과 기본적 자유에 대한 존중의 강화를 목표로 하며, 교육은 모든 국가·인종 또는 종교 집단 간의 이해·관용 및 우의 증진, 평화의 유지를 위한 국제연합의 활동을 촉진하여야 한다고 선언하였다.

유엔은 인권교육훈련선언에서 국가는 교육이 인권과 기본적 자유의 존중을 목표로 삼고 나아가야 함에 책임을 갖고 이를 보장해야 할 의무를 갖고 있음을 재천명하고, 전 교육기관의 교육과정, 국가 제도, 법령 등에 인권, 인도주의법, 민주주의, 법치주의 등에 관한 사항을 포함하라는 1993년 비엔나에서 열린 세계인권회의의 요청을 재확인하였다. 인권교육에 평화, 민주주의, 개발, 사회 정의 등의 사항뿐 아니라 향후 국제적, 지역적 인권 제도에 관한 사항 또한 포함돼야 함을 명시하였다. 국가와 정부의 지도부는 국정입안, 실행 등의 전 과정을 통하여 인권교육과 학습의 증진을 지원하고 이러한 사항과 관련하여 사업계획을 개발해 줄 것을 모든 국가에 권고한 바 있는 2005년 세계정상회의의 결과를 상기해야 함을 강조하였다.

인권교육 개념에 대한 국내외 학자와 단체 및 국제기구의 많은 논의와 연구를 정리하면 아래와 같은 차별성과 특성을 갖는다.⁴⁾

가. 권리로서의 인권교육

- 1) 인권에 대해 배우는 것 자체가 권리이다.
- 2) 인권교육은 다른 무엇을 위한 수단이 아니라 그 자체가 목적이다.

나. 인권교육의 맥락성과 현장성

- 1) 인권교육은 인권침해 경험 등 학습자의 경험으로부터 출발해야 한다.
- 2) 비판적 교수법과 변혁적 학습에 기반해야 한다.
- 3) 인권과 관련된 맥락적 요인들을 이해하게 해야 한다.

다. 참여적 과정으로서의 인권교육

- 1) 인권교육의 과정은 참여적 학습의 과정이다.

4) 「인권교육 개념 및 방향 정립 모색 연구」(사)한국교육연구소, 2005.

- 2) 현장체험 학습과 활동 중심 방법이 장려된다.
 - 3) 인권교육은 학습자가 학습/학교/공동체의 의사결정에 참여할 것을 요청한다.
- 라. 사회적 약자의 관점과 사회구조적 조망 채택
- 1) 인권교육에서는 사회적 약자의 관점 채택이 요청된다.
 - 2) 인권교육에서는 공동체 전체를 보는 사회구조적 조망이 필요하다.
- 마. 인권 친화적 교육 환경 조성의 중요성
- 1) 인권교육은 인권 친화적 환경에서 이루어져야 한다.
 - 2) 인권교육을 위해 수평적인 의사소통 환경을 조성할 필요가 있다.
- 바. 사회 체제의 변화를 지향하는 인권교육
- 1) 인권교육은 사회 구조 혹은 체제에 대한 비판적 관점을 포함한다.
 - 2) 인권교육은 권위주의적 교육체제 자체에 대한 도전을 포함한다.

위의 관점을 바탕으로 유네스코 1974 국제이해교육 권고 개정안에 대해 아래와 같은 내용이 강조 및 포함되길 기대한다.

1. 지금 시대, 인권과 평화 및 지속가능발전 등을 가로막는 핵심적 요인은 무엇인가? 인권에 대한 무시와 인류의 억압은 어디에서 유래하는가? 이에 대한 명확한 지적이 있어야 한다. 자본의 무한경쟁과 축적의 논리는 모든 것을 빨아들이는 블랙홀이다. 착취와 전쟁을 합리화하고, 자연파괴와 기후위기를 성장으로 포장한다. 자국 및 타국의 사회적 약자에 대한 불평등과 자유의 억압, 공동체의 파괴를 초래하고 애국을 빌미로 이를 방치한다. 인권의 논리가 인권의 보편성을 훼손한다. 진보를 가로막는 요인에 대한 명확한 인식은 우리의 나아갈 방향과 인권교육의 내용을 제시한다.
2. 인권-평화-지속가능발전 등은 어떻게 연관되어 있는가? 예로, 당면한 국제 이슈인 기후 위기는 인권과 평화를 어떻게 위협하고 있으며 누구의 책임인가? 우크라이나-러시아 전쟁, 미국과 중국의 경쟁은 인권과 평화에 어떤 영향을 미치는가? 국제적 맥락에서 평화, 개발, 환경 등의 문제에 대해 인권에 기반한 통합적 접근이 필요하며, 이는 국제이해와 협력, 평화와 인권 증진을 위한 인권교육의 내용이자 역할이기도 하다.
3. 인권교육에 대한 국가의 역할은 무엇인가? 유엔은 ‘인권교육훈련선언’, ‘세계인권교육프로그램행동계획’ 등을 통해 지속적으로 국가의 역할을 강조해 왔다. 이를 보다 구체화할 필요가 있다. 사회적 약자와 교육 불평등 계층에 대한 교육권 보장 강화, 사회적 기득권 쟁취를 향한 엘리트 양성과 경쟁교육 지양, 국가 차원의 인권교육 법제화와 체계화, 특히 입법기관과 법 집행기관 종사자의 인권교육 의무화, 인권교육훈련 전문기관 설치·운영, 인권교육 프로그램 및 콘텐츠 개발에 대한 국가 지원 강화 등이 지속적으로 강조되어야 한다. 국가 차원의 인권교육 실행에 대한 유엔 차원의 정례 검토와 심의 강화 또한 필요하다.
4. 1974 국제이해교육 권고 개정 과정과 권고 이후, 유네스코는 유엔, 유엔인권이사회, 각 조약기구 등과의 협력 강화 및 회원국의 실효적 이행 방안에 대해 심사숙고해야 한다.

발표 4

지속가능발전교육의 관점에서 본 1974 국제이해교육 권고 개정안 초안

이선경

청주교육대학교 교수

예상보다 훨씬 빠른 속도로 기후변화가 진행되고, 이로 인한 극심한 이상 기상 현상, 생물다양성의 손실 등 지구의 지속가능성이 위협받고 있다. 개인 수준에서, 지역사회 수준에서, 국가 수준에서, 지구적 수준에서 긴급하고 다양한 노력이 실행될 필요가 있으며, 여러 영역 중 교육은 장·단기적으로 변화를 만들어 낼 수 있는 가장 큰 원동력이자 추진력이라고 할 수 있다. 최근 유네스코와 OECD 등을 중심으로 논의되고 있는 ‘변혁(transformation)’에 대한 논의는 더 이상 지속가능하지 않은 사회를 더 이상 허용하지 않아야 한다는 전제에 기반한다. 이런 시점에 1974년 제정된 「국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한 교육 권고」를 개정하는 작업이 이루어진 것은 큰 의미를 가진다고 하겠다. 본 토론에서는 전체적으로 개정 초안에 포함된 내용을 지속가능발전 또는 지속가능발전교육의 관점에서 검토하고자 한다.

1. 왜 1974 국제이해교육 권고의 개정안인가?

개정 초안에서 1974년 제정된 「국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한 교육 권고」라는 제목은 ‘세계시민성, 평화, 인권, 지속가능발전을 위한 교육에 대한 권고’로 수정될 것으로 보인다. 1974년 당시 ‘국제 이해, 협력, 평화, 인권, 기본 자유’에 관한 교육이 중요했다면, 2022년 현재에는 ‘평화, 인권, 지속가능발전’을 위한 교육이 중요한 것으로 파악된다. 2015년 UN을 중심으로 지속가능발전목표(SDGs)가 설정되었고, 전 세계가 이를 위해 노력할 것을 약속한 때문이기도 하고, 더 이상 지구에서의 인류의 지속가능성에 대한 확신이 떨어진 때문이기도 하다고 하겠다.

그러나 왜 이것이 1974 국제이해교육 권고의 개정안인가? 실제로 과거의 권고와 개정된 권고안을 비교해 보면 수정되었다기보다는 거의 대부분 내용이 교체된 것으로 보인다. 이 개정안이 1974의 개정안이라고 하려면, 어떤 면이 공통적이고, 어떤 면이 차별성을 가지는가가 명확히 제시될 필요가 있다. 1974 국제이해교육 권고안에서도, 2022 개정안에서도 평화 교육과 인권 교육은 공통적으로 포함되고 강조되고 있다. 1974년에서 강조된 국제이해, 협력 등은 평화, 인권, 지속가능발전 등을 성취하는 과정에서 필요한 영역으로 인식될 수 있으며, 기본 자유는 평화와 인권 교육의 전제로 논의될 수 있다. 어떤 면에서 이것이 1974년 국제이해교육의 연장선상에 있는가? 세계시민성, 평화, 인권, 지속가능발전을 충분한가? 확인할 필요가 있다.

2. 개정 초안에는 지속가능발전교육의 측면이 잘 담겨 있는가?

개정 초안에는 변혁에 대한 강조, 모든 영역, 모든 장소, 모든 대상을 위한 교육, 인권 교육, 평화 교육의 최신의 강조점 등 최근 국제사회의 중요한 교육 관련 논의를 잘 포함하고 있다. 지속가능발전교육 2030(ESD for 2030)은 지속가능발전교육을 강화하고, 17개의 지속가능발전목표(SDGs)를 달성하는 데 기여하여 보다 정의롭고 지속가능한 사회를 만들 것을 지향한다(UNESCO, 2020)⁵⁾. 지속가능발전교육 2030에서는 거대한 변혁(big transformation)을 강조하며, 교육을 통해 개인의 실행의 변화, 사회적 구조의 변화, 첨단 기술의 비판적 활용 등을 지향한다.

개정 초안에서는 전체에 걸쳐 개인적 수준의 실행과 연계된 다양한 접근 방법과 고려해야 할 사항들을 잘 제시하고 있다(IV. Guiding Principles. 9. Principles of Transformative education, p 5-6 등). 평화와 인권 교육 등도 지속가능발전교육과 잘 통합되고 연계된다. 그러나 지속가능발전교육2030(ESD for 2030)에서 강조하는 사회적 구조의 변화와 관련해서는 사회의 변혁을 가능하게 할 다양한 가치와 사례에의 접근이 필요한데, 이들 내용은 잘 발견되지 않아 다소 수정될 필요가 있다. 또한 사회적 변화와 관련하여 학교 전체적 접근, 기관 전체적 접근, 사회 전체적 접근, 정부 전체적 접근 등 기관이나 사회의 기본 문화를 변화할 수 있는 노력은 필수적이다. 개정 초안에서는 이러한 내용이 포함되어 있음을 볼 수 있다(V.1. System-wide requirements. Law, Policies, Strategies, p 6-7). 그러나 이들이 실행과 연계될 수 있도록 내용이 다소 수정될 필요가 있고, Law, Policies, Strategies 에서 뿐만 아니라 Governance and partnership (p 7-8)부분에서도 지속가능한 발전을 위한 사회적 학습(social learning)을 가능하게 하는 접근에 대한 강조가 필요하다.

지속가능발전의 정의와 관련하여 지속가능발전의 정의, 지구내 시스템의 연결성, 세계시민성과의 관련성 등이 언급된다(III. Definitions, (g) Sustainable Development p 8). 여기서 ‘모든 사람들이 지구에서 공통의 운명을 공유하는 단일 인류 가족으로서의 소속감을 갖게 되는’ 것으로 세계시민성을 설명하고, 지속가능발전에서 이러한 세계시민성이 육성이 필요함을 강조한다. 그러나 이들 관계에 대해서는 다소 논의가 필요하다. 지속가능발전에서 세계시민성에 기반한 지구적 관점이 중요하지만, 이와 동시에 지역에 대한 이해와 지역의 쟁점을 통해서 변화를 만들어나가는 영역도 매우 중요하기 때문이다. 또한 이 개정 초안에서 제시된 지속가능발전에 대한 의미는 매우 인간 중심적인 측면이 있지만, 그래도 변혁교육의 원칙에서 인간 이외의 존재에 대한 배려와 책임감이 강조되고 있기도 하다(IV. Guiding Principles. (g), p 6).

5) UNESCO (2020). *Education for sustainable development: a roadmap*. Paris: UNESCO.

3. 논의가 필요한 부분

교육과정과 교육학적 접근(V.1. System-wide requirements. Curriculum & Pedagogies)에서 배움과 실행이 연계가 되게 해야 한다거나, 변혁적 접근의 모든 과정이 모든 교육, 특히 미술, 지리, 역사, 과학, 기술, 언어 등에 포함이 되어야 한다는 내용 등은 계속 강조될 필요가 있다(p 14). 특히 모든 수준과 모든 교육, 학습과 훈련 등의 교육과정에 일관된 전체로 들어가야 한다는 점은 중요하다⁶⁾.

교육 환경 관련된 내용 (V.1. System-wide requirements, Educational environment, p 10)도 잘 권고되고 있다. 여기에서는 교육 환경이 교육을 지원할 수 있으며, 접근 가능하고, 사용 가능하고, 안전해야. 차별 없는 ... 등 인권을 고려하며, 포용적이어야 함을 강조한 내용(a)을 포함하고 있으며, 모든 교육의 과정과 의사 결정 등에 모든 사람이 참여 가능할 수 있어야 하고(b), 문화다양성을 존중하는 환경(c), 민주적인 교육 환경(d) 등 다양한 내용을 담고 있으며, 특히 학습자와 커뮤니티가 인권, 평화, 지속가능발전을 담을 수 있는 교육환경 설계에 참여할 수 있어야 함을 권고하고 있다(e). 지속가능발전교육에서는 교육기관이나 상황이 지속가능성에 대한 모델이 되는 것이 중요하다. 즉, 지속가능발전을 담을 수 있는 교육환경이 중요하고, 또 이 교육환경과 교육과정 및 교수학습이 연계되는 것도 중요하다. 이를 강조할 필요가 있다.

교육자의 전문성 신장과 관련하여(V.1. System-wide requirements, Educator Development, p 11) 교사들, 학생들, 다른 커뮤니티 구성원들과 협업하도록 지원하도록 권고하는 내용은 매우 적절하다. 그러나 다소 일반적인 내용으로 교사들이 전문적학습공동체(Professional Learning Community)를 구성하여 집단적으로 교육과정을 재구성하고, 교사의 행위 주체성(teacher agency)을 증진할 수 있도록 하며, 학교 문화의 변화에 기여하고, 학교/기관 전체적 접근에 기여할 수 있도록 하는 내용이 포함될 필요가 있다. 또한 학교 교육(V.2. Specific requirements per level and type of education. School Education)에서 학교 전체적 접근(whole school approach)이 누락되어 있다. 이를 포함하여 학교의 물리적 환경, 교육과정, 의사 결정 등이 모두 평화, 인권, 지속가능발전을 지향할 수 있도록 해야 할 것이며, 이것들이 서로 연계될 수 있어야 할 것이다. 이 과정에서 교사의 전문적 학습공동체와 이를 통한 사회적 학습이 크게 기여할 수 있을 것이다.

6) 특히 2022 개정 교육과정 개정 초안에서는 이러한 부분이 잘 반영될 것으로 기대했으나 그렇지 않았다.

발표 5**인공지능, 디지털 기술의 발달과 시민성교육**

변순용

서울교육대학교 교수

1. 들어가는 말

세계는 지금 인공지능이라는 새로운 기술의 등장으로 인해 매우 빠르게 변하고 있으며, 2019년 발표된 EU의 믿을만한(trustworthy) AI, 2021년 제41차 유네스코총회에서 채택된 ‘유네스코 인공지능 윤리 권고’를 보더라도 세계는 인공지능에 의한 변화의 물결에 영향을 받고 있다. 이러한 빠른 변화에 대하여 정보윤리에서 논의되어 온 디지털 시민성과는 또 다른 측면에서 AI 시민성에 대한 논의의 필요성이 제기되고 있다. 산업시대에서 디지털 시대로 사회가 변화하면서 디지털 시대에 맞는 디지털 리터러시와 디지털 윤리가 필요했던 것처럼 앞으로의 사회에서는 AI를 올바르게 활용하기 위한 AI 리터러시와 AI 윤리가 꼭 필요할 것이다.

이 글에서는 인공지능에 대한 다양한 윤리적 전제와 원칙들을 통해 인공지능 시대에 필요한 시민의 자질이나 역량 혹은 윤리적 원칙에 기반하여 시민들의 AI 역량과 AI 시민성을 추출하고, 이를 주 내용으로 하는 시민교육이 필요함을 강조하고자 한다. AI 시민성 교육은 넓게 보면 디지털 교육에 포함될 수 있겠지만, 기존의 인터넷 기반의 사회와 AI 기반의 사회는 질적인 차이를 보이고 있다는 점에서 강조되고 있다. 왜냐하면 AI 시스템은 사회 전반의 하드웨어와 소프트웨어의 수준을 넘어서 플랫폼 자체를 바꾸고 있다. 이러한 시스템의 등장으로 인해 시민들에게 요구되는 역량이나 가치가 무엇인지를 찾아내고, AI 시스템이 본격적으로 작동하기 시작하는 미래사회에서 제기될 수 있는 다양한 사회문제들에 대하여 해결책을 찾아내고 대안을 결정할 수 있는 능력을 교육의 내용으로 갖는 AI 시민성 교육의 필요성이 제기될 수밖에 없을 것이다.

2. AI 리터러시와 AI 역량(AI 기술 역량과 AI 윤리 역량)

AI 시민성 교육은 인간과 AI의 상호작용에서 인간의 존엄성과 자율성이 존중될 수 있도록 AI 시스템과 운용을 관리할 수 있는 능력을 강조해야 한다. AI 시스템이 인간에게 미칠 수 있는 해악을 사전에 최대한 예방하고 사후에는 그러한 AI 시스템의 개발, 제작, 관리, 사용에 대한 책임을 묻고 실현할 수 있는 능력, AI 시스템의 설명가능성을 사회가 제도적으로 보장할 수 있는 절차와 기준을 정립할 수 있는 능력, 데이터의 편향성과 이로 인한 편견의 문제를 의식하고 여기서 생길 수 있는 불평등의 문제를 해결할 수 있는 공정성의 능력을 길러야 할 것이다.

AI 역량을 분석하면 AI를 개발하고 활용하기 위한 AI 기술 역량과 AI를 사회에서 윤리적으로

로 올바르게 활용하기 위한 AI 윤리 역량으로 이루어져 있다. AI를 코딩하거나 프로그래밍하고 협업하여 새로운 기술과 AI를 만드는 데 필요한 디지털기기를 잘 다루기 능력과 같은 역량은 AI 기술 역량이라고 할 수 있다. 이러한 역량이 AI 시대에 기술 발전을 위해 가장 중요한 능력이라고 할 수 있지만, 이 기술 역량이 개발자와 사용자에게 동일하게 요구되는 능력은 아닐 것이다. 개발자를 위한 기술역량과 사용자를 위한 기술역량으로 구분된다.

그리고 AI를 기술적으로 잘 다루는 것을 의미하는 것이 아니라 AI를 올바르게 활용하기 위한 윤리적인 기반과 관련되는 AI 윤리 역량이 필요한 것이다. AI 기술 역량은 AI를 개발하고 만들어 판매하고 AI 관련 서비스를 제공하는 개발자들에게 그리고 일반적으로 AI 사용자에게 요구되는 역량으로 구분되는 것처럼, AI 윤리 역량 역시 개발자와 사용자에게 요구되는 역량으로 구분이 된다. 따라서 AI 역량은 AI 기술 역량과 AI 윤리 역량은 나누어지고, 개발자와 사용자의 관점에서도 구분되어야 하지만, 실제로 교육의 과정에서는 기술 역량과 윤리 역량이 동시에 가르쳐져야 한다. 이러한 AI 역량의 가장 기초적인 것들을 우리는 AI 리터러시라고 말할 수 있다. AI 리터러시에는 기본적으로 데이터, 알고리즘, 모델링, 윤리적 영향으로 제시되고 있다.

3. 우리나라 학교 현장에서의 AI 교육의 현실과 문제점⁷⁾

학교 현장에서는 2016년 이후 교육과정에 코딩교육과 소프트웨어교육이 의무화되고, 인공지능을 가르치기 위한 교사 연수가 진행되고 있으며, 인공지능과 직·간접적으로 관련된 많은 기자재가 보급되었다. 이에 초등학교에서는 매년 의무적으로 필수 인원이 일주일간 참석하여 SW 연수를 수료하여야 하고 교육대학교에 인공지능융합대학원이 설립되어 인공지능 교육역량을 가진 교사를 양성하려하고 있다. 이러한 과정에서 교육과정에 편입된 코딩교육과 소프트웨어교육 외에 진로 교육과 창의적 체험 활동에서 역시 많은 변화가 있었다. 아직 학교 현장에 인공지능 컴퓨터 자체가 보급되거나 활용되지는 못하고 있지만, 이미 여러 가지 변화가 나타나고 있다. 학생들에게 피지컬 컴퓨팅을 가르치기 위해 코딩교육을 시행하고, 간단한 피지컬 로봇이나 조종 가능한 드론, 기본적인 과정이 가능한 3D 프린터 등이 보급되어 학생들이 새로운 기술을 체험할 수 있게 되었다. 그리고 VR이나 AR 체험 기기가 설치되어 안전교육, 심폐소생술 교육, 체육 활동 등에 활용되고 있으며, 스마트폰을 이용한 번역기나 다양한 인공지능 앱을 통한 교육이 학교 현장에 도입되고 있다. 각각의 새로운 기기와 프로그램들은 프로그램의 구성이나 활용에서 조금씩 인공지능 알고리즘이 적용되어 학생들이 새로운 인공지능 기술의 발전을 직·간접적으로 체험할 수 있게 하고 있다.

학교 현장에서는 4차 산업혁명과 인공지능과 관련된 교육의 도입과 진로 교육의 변화로 인해 많은 변화가 있었지만 교육과정상 앞에서 말한 한계가 존재한다. 현재 학교 교육과정에 들어와 있는 인공지능 교육은 컴퓨터과학을 기반으로 한 인공지능을 개발하는 교육, 직업교육으로서의 인공지능 교육이다. 학교 현장에서 강조되고 있는 인공지능 교육이 ‘인공지

7) 변순용 외(2021), “AI윤리교육의 필요성과 내용구성에 관한 연구”, 인공지능인문학연구, 8권, pp. 9~10.

능을 만들기 위한 학생을 키우는 교육'인지 '인공지능을 잘 활용하는 학생을 키우기 위한 교육'인지 '인공지능을 올바르게 활용하기 위한 교육'인지에 관해 명확히 정의되어 있지 않다. 인공지능 교육의 강화라는 형태로 도입은 되고 있지만 인공지능에 관한 교육인지 인공지능에 대한 교육인지도 모호한 상태이다. 이러한 상황에서 교육과정에는 2018년부터 코딩 교육과 소프트웨어교육을 실과 과목에 배치하고 초등학교 5학년부터 의무적으로 가르치도록 하고 있다. 그리고 초등 교육과정에서는 인공지능의 활용 사례나 개념 이해, 머신러닝의 활용을 목표로 하고 있다. 교육의 내용 목표와 현재 초등학교 교육과정 내에서 직접적으로 이루어지고 있는 인공지능 교육을 분석하면 컴퓨팅 사고능력을 기르고, 코딩교육과 소프트웨어교육을 통한 인공지능 개발자를 만드는 교육에 치중하고 있다. 즉, 학생에게 컴퓨터 언어를 가르치고 이를 통해 컴퓨터와 같은 방식의 사고를 가르쳐 인공지능을 개발하는 데 가장 기본적인 언어 능력을 통해 컴퓨터적인 사고가 가능하도록 하는 교육만 이루어지고 있다. 따라서 우리나라의 현재 교육과정에서 추구하는 인공지능 교육은 인공지능을 만들기 위한 기능을 가르치는 직업교육이라고 할 수 있다. 결국 교육 내용만으로 본다면 우리나라에서는 모든 학생이 인공지능 전문가가 되어 인공지능을 개발하는 인재가 되기를 바라고 있다고 할 수 있다.

그러나 미래사회를 살아가는 학생들이 모두 인공지능을 개발하는 능력이 필요하지 않다는 점에서 이러한 교육의 방향이 갖는 한계점을 찾을 수 있다. 미래사회에 살아가는 학생들이 자신의 적성이나 취향과 관계없이 모두 인공지능을 개발하고 소프트웨어를 만들어야만 하지는 않을 것이다. 인공지능을 개발하고 활용하는 것과 관계된 많은 직업이 생기겠지만 모든 사람이 그 분야에 종사해야 하는 것은 아니다. 과거 산업사회에도 과학기술이 급격히 발전하고 사회의 중심에 들어왔지만 모든 사람에게 과학자(scientist)나 기술자(engineer)가 되기를 요구하지는 않았다. 그 당시에 기술 교과를 통해 기본적인 산업사회의 기술을 익히기를 요구하는 하였으나 산업사회라고 모든 학생이 기계를 만들 줄 알아야 하는 것이 아니었으며 정보화사회라고 모든 학생이 프로그램을 만들어야 하는 것은 아니었다. 일부 전문가들이나 관련 직업 종사자들은 그러한 능력이 중요하였지만, 그 시대에 살아가는 수많은 일반인에게 필요한 것은 기계와 컴퓨터가 하지 못하는 것을 할 수 있는 능력 또는 기계와 컴퓨터를 잘 활용하는 능력이었다. 인공지능이 발달하고 사회적으로 널리 활용되는 4차 산업혁명의 미래사회는 지금까지 우리가 겪어온 산업사회, 정보화 사회와는 다를 것이다. 하지만 모든 사람이 인공지능을 개발하고 프로그래밍을 하는 직업에만 종사하는 사회는 아닐 것이다. 앞으로의 사회의 모습을 완전하게 예측할 수는 없겠지만 인공지능을 개발하고 발전시키는 전문가의 능력만이 강조되는 사회는 아닐 것이다.

이러한 논의에 근거하여 1974 권고 수정안에 나타난 디지털 기술과 관련된 항목에 대한 검토의견을 제안하고자 한다.

1. Aims

4.(j) Media and information literacy and digital skills: Being empowered to search, critically evaluate, ethically produce and disseminate information and knowledge and respond to disinformation and misinformation, violence, harmful content and online abuse and

exploitation, including through digital skills, which can help to ensure universal and diversified access to information, materials and resources;

⇒ 교육을 통해 길러져야 할 역량과 기술에 “윤리” 역량과 기술이 명시적으로 표현될 필요성이 있다: 예시 (a)의 분석적, 비판적 사고에 윤리적 사고를 포함시키는 방안. 5장의 정책영역에서(5.1.1. (c)) 도덕적 가치, 지식, 기술, 태도, 역량 그리고 행위의 교육을 위한 정책 메커니즘에 대한 언급이 있는 것을 참조하면, 교육에서 추구하는 역량에 윤리 역량에 대한 언급이 포함되어야 한다. 윤리역량은 ‘도덕적인 행동을 효과적으로 수행하기 위한 지적, 정서적 강점과 동기로, 스스로 추구하는 도덕중심화된 삶을 언제나 일관성 있게 수행하도록 숙달된 능력’으로 정의 내릴 수 있다. 그리고 여기서 언급되는 윤리 역량의 특성은 첫째, 지속적이고 일관적으로 도덕행동을 실천할 수 있는 수행 능력, 둘째, 도덕행동을 구성하는 요소 간 상호작용의 결과로서 무엇이 옳고 선한 행동인지에 대한 뚜렷한 인식, 셋째, 도덕적 정서, 지식, 태도, 성향 등 개인의 내적 특성을 포괄하는 개념, 넷째, 개인 역량뿐만 아니라, 개인이 속한 집단 및 문화적 역량이 통합된 개념으로 제시될 수 있다.

윤리 역량을 윤리 문제를 인식할 수 있는 인지적 윤리역량(Cognitive EC), 윤리 문제를 생활과 관련하여 파악할 수 있는 비판적 윤리역량(Critical EC), 윤리 문제를 해결할 수 있는 창의적 윤리역량(Creative EC)으로 구분해 볼 수도 있다.

⇒ 미디어 및 정보 리터러시를 첫째, 디지털 리터러시로 대체하거나 둘째, AI skills or AI Literacy를 포함시키는 방안을 고려해 볼 수 있다.

⇒ 리터러시를 기술적 영역으로 보지 말고 윤리적 영역까지 포함해서 고려하는 것이 필요함을 강조할 필요성이 있다.

V.1. Learning and Teaching Materials and Resources

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

⇒디지털 디바이드 문제를 해소하기 위한 노력이 덧붙여져야 한다.

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

⇒디지털 리소스 센터 설립을 제안하고 있지만, 교육분야에 활용되는 인공지능을 위한 인증 기준이나 활용 기준, 디지털 리소스에 대한 윤리인증 내지 검증, 인공지능용 학습데이터

의 윤리적 정제 작업의 기본을 제시해주는 것이 무엇보다 중요해 보인다.

V.1. Educator Development

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

⇒ 역량과 기술의 혼재된 표현으로 역량과 기술의 위계적 구조 파악이 어려우므로 디지털 역량, 문화역량, 사회 및 정서적 역량으로 표현하는 것이 바람직해 보임.

V.1 Curriculum and Pedagogy

⇒교육과정에 대한 언급에서 예술, 역사, 지리, 과학, 기술, 외국어 등에 대한 언급은 있는 윤리에 대한 언급은 여러 형태로 예를 들면 배려와 연대성의 에토스, 상호 이해와 연대성, 인권과 시민성 교육, 국제협력 등으로 산재되어 은연중에 포함되어 있지만, 명시적으로 윤리(Ethics)에 대한 교육을 언급하는 것이 필요해 보인다.

발표 6

문화다양성 관점에서 본 1974 국제이해교육 권고 개정안 초안

이동연

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1. 개정안의 핵심 토픽에 대하여

본 권고안 명칭은 알다시피, 「국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한 교육」(Education for International Understanding, Co-operation and Peace, and Education relating to Human Rights and Fundamental Freedoms)에서 「평화, 인권, 지속가능한 발전을 위한 교육」(Education for peace, human rights and sustainable development)으로 개정되었다. 명칭이 간소화된 것뿐 아니라 ‘지속가능한 발전’이란 최근 국제사회의 주요 의제를 포함하여 동시대 교육의 국제적 이해의 현안을 고민할 수 있게 되었다. 특히 이번 개정안은 평화와 인권을 위한 국제이해 교육의 목표에 있어서 문화다양성을 매우 강조하고 있다. 개정안 6항은 “문화다양성은 인간의 위엄을 존중하는 것과 분리될 수 없으며, 이는 인권과 근원적 자유에 대한 참여를 함축한다”고 언급하고 있다.

문화다양성의 관점에서 개정안의 서문과 목적 조항에서 살펴볼 수 있는 핵심적인 토픽은 1) “동시대 차별과 혐오에 맞서는 인권의 재정립”, 2) “새로운 시대에 대응하는 문화적 표현의 역량 강화”, 3) “지속가능한 사회를 위한 생태적 삶의 실현”을 강조한 것으로 요약할 수 있다. 1)은 인권과 평화를 위한 보편적인 인권의 중요성을 ‘젠더폭력’, ‘난민’, ‘인종차별’, ‘소수자혐오’와 같은 동시대 인권 평화 이슈들의 문제해결의 의제로 보자는 것이며, 2)는 디지털 기술 환경에서 급격하게 변화하는 미디어 환경에 대응하여 인권과 평화에 대한 문화적 표현의 역량을 강화하는 시대적 사명을 언급하며, 3)은 기후위기, 인류세의 지구위협에 맞서는 생태적 삶의 재구성을 강조한 것이다. 이러한 세 가지 토픽은 1974년 국제이해교육 권고안에 비교할 때 진일보한 방향이며, 교육의 국제적 협력과 네트워크에 있어 중요한 시사점을 제공한다. 이제 각 토픽의 중요한 시사점을 정리하면 다음과 같다.

2. 동시대 차별과 혐오에 맞서는 인권교육의 재정립

개정안의 전문에서도 밝히고 있듯이, 평화와 인권을 억압하는 동시대 위협들은 매우 체계적이고 복합적이다. 그러한 위협들은 최근 러시아-우크라이나 전쟁의 예처럼 매우 거시적인 차원에서 벌어지기도 하지만, 젠더 폭력을 수반하는 여성 혐오나 스포츠 엔터테인먼트에서 일어나는 인종차별의 사례처럼 매우 일상적이고, 미시적이다. 전 지구적 상황에서 일어나는 차별과 혐오에 기초하는 반 평화, 반인권적인 사례들은 강력한 이념적인 대립에 근거하기보다는 개인의 심리적 정서를 자극하고 결집하는 일종의 감정의 공동체를 형성한다는

점에서 정동(affect)의 적대에 근거한다.

개정안 5조는 교육은 폭력은 용인될 수 없다는 점, 그래서 지속적인 평화와 인권 교육이 필요하다는 점을 강조하고 있다. 또한 6조 역시 모든 종류의 차별과 증오, 폭력과 인종차별에 반대하는 교육의 중요성을 강조하고 있지만, 실제 어떤 방법이 필요한 지에 대해서는 구체적인 언급이 없다. 42조 역시 교사들을 지원하고, 학교의 교육환경 시스템을 업그레이드하는 데 있어 혐오, 차별, 폭력, 성희롱, 모든 종류의 인종차별과 종족학살과 같은 반인권적인 행동들로부터 자유로운 학습 공간들의 필요를 강조하고 있지만, 그러한 공간에서 어떤 교육방법론이 필요한 지에 대해서는 구체적으로 언급하지 못하고 있다. 중요한 것은 동시대 모든 혐오에 반대하는 교실에서의 구체적인 교육방법이다. 모든 혐오에 반대하는 인권 교육, 글로벌 문화이주의 시대에서 차이를 존중하고, 차별에 반대하는 문화다양성 교육이 구체적으로 진행되어야 한다. 가령 문화예술의 텍스트 분석 사례를 통해서, 즉 연극, 음악, 미술, 무용 등 예술교육을 통해서 혐오와 차별에 경각심을 가지는 새로운 공동체 교육방법론이 제시될 수 있다.

3. 새로운 시대에 대응하는 문화적 표현의 역량 강화

개정안 전문은 정보의 자유로운 흐름, 표현의 자유가 평화와 인권을 증진하기 위한 교수와 학습에 있어 매우 중요하다는 점을 강조하고 있다. 전문은 평화와 인권교육에 있어서 자유롭고, 독립적이고 다원적인 미디어의 중요성을 강조한다. 또한 개정안 목적 4조 (j)항에는 잘못된 정보, 과잉된 정보, 폭력과 혐오를 증폭시키는 정보를 걸러낼 수 있는 미디어 리터러시와 미디어 사용기술을 중요하게 생각하고 있다.

디지털 뉴미디어의 전 지구적 확산은 평화와 인권교육에 있어 중요한 매개체가 될 수 있지만, 반대로 혐오와 차별을 증폭시킬 수 있는 위험한 미디어 플랫폼으로 작용할 수 있다. 개정안은 이러한 문제들에 대한 교육적 인지능력을 높이기 위해 뉴미디어 교육, 특히 뉴미디어 플랫폼에서 증폭될 수 있는 혐오표현, 가짜뉴스와 같은 부정적인 포퓰리즘에 대해 대응하는 교육내용들을 제시해야 한다.

4. 지속가능한 사회를 위한 생태적 삶의 실현

이번 개정안에서 가장 큰 변화는 ‘지속가능한 발전’이란 의제들을 매우 주요하게 포함시켰다는 점이다. 특히 유엔의 <지속가능한 개발 목표들>(SDGs)에 포함된 경제적, 정치적, 교육적, 문화적, 생태적 개발 항목들은 개정안의 새로운 목표와 방향을 설정하는 데 있어 시사하는 바가 크다. 그중에서 평화와 인권의 증진을 위한 지속가능한 발전의 항목에서 생태적 삶에 대한 교육은 가장 중요한 분야이다. 개정안 9조 (i)항은 인류가 지구 생태 시스템의 일부이며, 사회적, 경제적, 문화적, 환경적 차원들과 긴밀하게 연계되어 있음을 강조하고 있다.

특히 코로나 팬데믹 환경이 지속되는 상황에서 이와 직간접적으로 연계된 기후위기, 인류세의 지구 위기 상황들은 생태적 삶의 성찰을 근본적으로 요구한다. 동시대 교육에서 생태적 삶의 교육은 인간의 평화와 인권을 유지하기 위한 지속가능한 조건임을 명심해야 할 것이다.

발표 7

시도교육청의 관점에서 본 1974 국제이해교육 권고 개정안 초안

손동빈

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확대되는 교육 불평등과 사회경제적 불평등, 혐오와 차별, 생명 경시 등과 더불어 코로나 19와 기후 위기로 드러난 지속가능하지 않은 삶의 방식과 사회시스템의 개혁 문제는 인류 공통의 과제이다. 오늘날 한국과 세계가 직면한 불평등과 양극화, 차별과 혐오, 극심한 경쟁, 생명 경시, 개발지상주의, 기후변화와 생태계 파괴와 같은 세계사적 위기 상황에 주목할 때 '평화, 세계시민성, 지속가능성'의 가치를 강조할 필요가 있다. 이에 서울시교육청은 2021년 1월 전국시도교육감협의회 총회에서 「2022년 국가교육과정 개정 시 평화, 세계시민성, 지속가능성 총론 반영」 안건을 제안하고 대정부 건의를 하였다.

세계시민으로서 평화를 실천하고 생태친화적인 삶의 방식으로 전환함으로써 세계평화와 지속가능성에 이바지하는 사람으로 성장하기 위해 학교에서 평화, 세계시민성, 불평등, 차별과 혐오, 생태계 파괴와 같은 폭력에 맞서는 다양한 평화 개념에 대한 담론에 대해 논의하는 것을 주요 골자로 하고 있다. 따라서 시도교육청이 추구하는 미래 교육의 비전과 본 유네스코 1974 국제이해교육 권고 개정안의 방향이 일치한다. 이하에서는 시도교육청의 학교 급별 교육정책 운영의 관점에서 권고 개정안을 간략히 살펴보고자 한다.

1. 초·중등교육에 따른 접근

첫째, 1974 국제이해교육 권고 개정안에서는 학교 급별 및 유형에 따라 상세하게 설명하고 있다. 1974 원안에서는 취학전 교육(VI.24), 고등교육 및 대학교육(VI.25~28), 직업교육(VI.29), 성인교육 및 학교 외 교육(VI.30)에 불과하였다. 개정안에서는 연령에 따른 발달 수준과 교육기관 유형에 따라 5단계로 분류하고 각 단계별 달성해야 할 목적과 방법이 상세하게 서술되어 있다. 유아교육 단계(5.2.1. 46~47)에서는 인생의 웰빙을 결정짓는 가장 결정적인 단계로 규정하고 권고안의 목적을 달성하기 위한 가치와 태도 등의 기초 작업을 강조하고 있다. 학교교육 단계(5.2.2. 48~51)에서는 현재의 전 지구적 도전 과제에 대한 능동적인 이해와 적극적인 행동의 참여를 촉구하고 있다. 고등교육 단계(5.2.3. 52~59)에서는 기술적·과학적 지식을 활용하고 관련 사회 기관과 연대하는 등 다양한 방식으로 권고안이 제안하는 목적을 달성하도록 제안한다. 기술 및 직업교육은(5.2.4 60) 사회, 경제, 문화적 변화를 이끄는 역량을 함양할 수 있도록 고려해야 한다. 성인교육 및 비형식적 교육(5.2.5

61~63) 단계에서는 모든 종류의 차별을 제거하고 평화롭게 살아가는 방식에 대해 초점을 맞추고 있다.

둘째, 학습 자료에 대한 내용이 현재성과 진정성을 반영하였다. 1974 원안에서는 학습자료를 교과서, 텔레비전에 이르는 가능한 보조 장비 혹은 매스미디어로 언급하였지만 개정안에서는 디지털 교육환경에서 사용 가능한 매체로 확대되었다.(renewal, production, dissemination and exchange of up-to-date, high-quality devices, materials and resources, which can support transformative approaches) 또한 학습자료 구성 시 새롭게 고려해야 할 철학적 측면과 정서적 측면을 확인할 수 있다. 문화적 다양성과 보편적 가치를 바탕으로 인류애를 실천하도록 언급되었다.(5.1.3. 38) 그리고 내재된 편견과 오래된 선입견을 없애고 그런 것들이 가져올 수 있는 정서적 트라우마를 포함한 결과들을 극복할 수 있도록 세심히 신경 쓰도록 제안하고 있다.(5.1.3. 39)

2. 개정안의 한계 및 제언

초·중등교육의 관점에서 1974 국제이해교육 권고 개정안이 다음 두 가지 측면에서 향후 재검토가 필요함을 제안하고자 한다.

첫째, 본 권고안은 학교 급별 요구사항을 균형있게 서술할 필요가 있다. 유아교육 단계는 비슷한 표현이 반복되고 있으며 내용이 특정되지 않고 애매모호한 측면이 있다. 학교교육 단계는 본 권고안이 제안하는 목표를 성취하는데 가장 필수적인 단계임에도 불구하고 그 내용이 적고 심각하게 축소되어있다. 초·중·고등학교는 다양한 학문 분야를 탐색하고 자아 정체성을 찾아가면서 건강한 사회 구성원으로 성장하는 결정적 시기임에 반해 권고안이 제안하는 내용은 지극히 단어 나열적이며 새롭지 못하다. 또한 학교 밖 청소년(out-of-school)을 포함한 다양한 형태의 학습자들이 증가하고 있는 전 세계적 상황을 고려해 볼 때 관련 내용이 상대적으로 빈약하다.

둘째, 다양성 존중에 대한 언급이 충분하지 않다. 개정안이 추구하는 평화, 인권, 지속가능성의 세계를 만들기 위해서는 사람에 대한, 언어에 대한, 문화에 대한, 역사에 대한 다양성 존중이 기본이다. 다층적인 다양성을 인정하고 관련 내용을 서술한다면 교육 현장에서는 실제적이고도 타당성을 갖춘 정책을 운영할 수 있으리라 사료된다.

부록

- Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms
- 국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한 교육 권고
- REVISED RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS ('1974 RECOMMENDATION')

X Recommendations

38 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms¹

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 17 October to 23 November 1974, at its eighteenth session,

Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of Unesco, the Universal Declaration of Human Rights and the Geneva Conventions for the Protection of Victims of War of 12 August 1949, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Reaffirming the responsibility which is incumbent on Unesco to encourage and support in Member States any activity designed to ensure the education of all for the advancement of justice, freedom, human rights and peace,

Noting nevertheless that the activity of Unesco and of its Member States sometimes has an impact only on a small minority of the steadily growing numbers of schoolchildren, students, young people and adults continuing their education, and educators, and that the curricula and methods of international education are not always attuned to the needs and aspirations of the participating young people and adults,

Noting moreover that in a number of cases there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation,

Having decided, at its seventeenth session, that this education should be the subject of a recommendation to Member States,

Adopts this nineteenth day of November 1974, the present recommendation.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required in conformity with the constitutional practice of each State to give effect within their respective territories to the principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities, departments or bodies responsible for school education, higher education and out-of-school education, of the various organizations carrying out educational work among young people and adults such as student and youth movements, associations of pupils' parents, teachers' unions and other interested parties.

The General Conference recommends that Member States submit to it, by dates and in the form to be decided upon by the Conference, reports concerning the action taken by them in pursuance of this recommendation.

1. Recommendation adopted on the report of the Commission for Education at the thirty-sixth plenary meeting on 19 November 1974.

I. Significance of terms

1. For the purposes of this recommendation:
 - (a) The word 'education' implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge. This process is not limited to any specific activities.
 - (b) The terms 'international understanding', 'co-operation' and 'peace' are to be considered as an indivisible whole based on the principle of friendly relations between peoples and States having different social and political systems and on the respect for human rights and fundamental freedoms. In the text of this recommendation, the different connotations of these terms are sometimes gathered together in a concise expression, 'international education'.
 - (c) 'Human rights' and 'fundamental freedoms' are those defined in the United Nations Charter, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights.

II. Scope

2. This recommendation applies to all stages and forms of education.

III. Guiding principles

3. Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of Unesco and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states. 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'
4. In order to enable every person to contribute actively to the fulfilment of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:
 - (a) an international dimension and a global perspective in education at all levels and in all its forms;
 - (b) understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
 - (c) awareness of the increasing global interdependence between peoples and nations;
 - (d) abilities to communicate with others;
 - (e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
 - (f) understanding of the necessity for international solidarity and co-operation;
 - (g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.
5. Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.
6. Education should stress the inadmissibility of recourse to war for purposes of expansion,

aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

IV. National policy, planning and administration

7. Each Member State should formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation, to the maintenance and development of a just peace, to the establishment of social justice, to respect for and application of human rights and fundamental freedoms, and to the eradication of the prejudices, misconceptions, inequalities and all forms of injustice which hinder the achievement of these aims.
8. Member States should in collaboration with the National Commissions take steps to ensure co-operation between ministries and departments and co-ordination of their efforts to plan and carry out concerted programmes of action in international education.
9. Member States should provide, consistent with their constitutional provisions, the financial, administrative, material and moral support necessary to implement this recommendation.

V. Particular aspects of learning, training and action

Ethical and civic aspects

10. Member States should take appropriate steps to strengthen and develop in the processes of learning and training, attitudes and behaviour based on recognition of the equality and necessary interdependence of nations and peoples.
11. Member States should take steps to ensure that the principles of the Universal Declaration of Human Rights and of the International Convention on the Elimination of All Forms of Racial Discrimination become an integral part of the developing personality of each child, adolescent, young person or adult by applying these principles in the daily conduct of education at each level and in all its forms, thus enabling each individual to contribute personally to the regeneration and extension of education in the direction indicated.
12. Member States should urge educators, in collaboration with pupils, parents, the organizations concerned and the community, to use methods which appeal to the creative imagination of children and adolescents and to their social activities and thereby to prepare them to exercise their rights and freedoms while recognizing and respecting the rights of others and to perform their social duties.
13. Member States should promote, at every stage of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or international, to become acquainted with the procedures for solving fundamental problems; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels.
14. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.
15. Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practise exploitation and foment war.
16. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

Cultural aspects

17. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspectives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things, give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding.

Study of the major problems of mankind

18. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being—inequality, injustice, international relations based on the use of force—and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:
 - (a) equality of rights of peoples, and the right of peoples to self-determination;
 - (b) the maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;
 - (c) action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;
 - (d) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;
 - (e) the use, management and conservation of natural resources, pollution of the environment;
 - (f) preservation of the cultural heritage of mankind;
 - (g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.
19. Steps should be taken to develop the study of those sciences and disciplines which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

20. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual support and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.
21. Member States should endeavour to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or explosive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

VI. Action in various sectors of education

22. Increased efforts should be made to develop and infuse an international and inter-cultural dimension at all stages and in all forms of education.
23. Member States should take advantage of the experience of the Associated Schools which carry out, with Unesco's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend

the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible. The experience of other educational institutions which have carried out successful programmes of international education should also be studied and disseminated.

24. As pre-school education develops, Member States should encourage in it activities which correspond to the purposes of the recommendation because fundamental attitudes, such as, for example, attitudes on race, are often formed in the pre-school years. In this respect, the attitude of parents should be deemed to be an essential factor for the education of children, and the adult education referred to in paragraph 30 should pay special attention to the preparation of parents for their role in pre-school education. The first school should be designed and organized as a social environment having its own character and value, in which various situations, including games, will enable children to become aware of their rights, to assert themselves freely while accepting their responsibilities, and to improve and extend through direct experience their sense of belonging to larger and larger communities—the family, the school, then the local, national and world communities.
25. Member States should urge the authorities concerned, as well as teachers and students, to re-examine periodically how post-secondary and university education should be improved so that it may contribute more fully to the attainment of the objectives of this recommendation.
26. Higher education should comprise civic training and learning activities for all students that will sharpen their knowledge of the major problems which they should help to solve, provide them with possibilities for direct and continuous action aimed at the solution of those problems, and improve their sense of international co-operation.
27. As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broadened function in lifelong education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people's real interests, problems and aspirations.
28. In order to develop the study and practice of international co-operation, post-secondary educational establishments should systematically take advantage of the forms of international action inherent in their role, such as visits from foreign professors and students and professional co-operation between professors and research teams in different countries. In particular, studies and experimental work should be carried out on the linguistic, social, emotional and cultural obstacles, tensions, attitudes and actions which affect both foreign students and host establishments.
29. Every stage of specialized vocational training should include training to enable students to understand their role and the role of their professions in developing their society, furthering international co-operation, maintaining and developing peace, and to assume their role actively as early as possible.
30. Whatever the aims and forms of out-of-school education, including adult education, they should be based on the following considerations:
 - (a) as far as possible a global approach should be applied in all out-of-school education programmes, which should comprise the appropriate moral, civic, cultural, scientific and technical elements of international education;
 - (b) all the parties concerned should combine efforts to adapt and use the mass media of communication, self-education, and inter-active learning, and such institutions as museums and public libraries to convey relevant knowledge to the individual, to foster in him or her favourable attitudes and a willingness to take positive action, and to spread knowledge and understanding of the educational campaigns and programmes planned in accordance with the objectives of this recommendation;
 - (c) the parties concerned, whether public or private, should endeavour to take advantage of favourable situations and opportunities, such as the social and cultural activities of youth centres and clubs, cultural centres, community centres or trade unions, youth gatherings and festivals, sporting events, contacts with foreign visitors, students or immigrants and exchanges of persons in general.
31. Steps should be taken to assist the establishment and development of such organizations as

student and teacher associations for the United Nations, international relations clubs and Unesco Clubs, which should be associated with the preparation and implementation of co-ordinated programmes of international education.

32. Member States should endeavour to ensure that, at each stage of school and out-of-school education, activities directed towards the objectives of this recommendation be co-ordinated and form a coherent whole within the curricula for the different levels and types of education, learning and training. The principles of co-operation and association which are inherent in this recommendation should be applied in all educational activities.

VII. Teacher preparation

33. Member States should constantly improve the ways and means of preparing and certifying teachers and other educational personnel for their role in pursuing the objectives of this recommendation and should, to this end:
- (a) provide teachers with motivations for their subsequent work: commitment to the ethics of human rights and to the aim of changing society, so that human rights are applied in practice; a grasp of the fundamental unity of mankind; ability to instil appreciation of the riches which the diversity of cultures can bestow on every individual, group or nation;
 - (b) provide basic interdisciplinary knowledge of world problems and the problems of international co-operation, through, among other means, work to solve these problems;
 - (c) prepare teachers themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them;
 - (d) comprise experiments in the use of active methods of education and training in at least elementary techniques of evaluation, particularly those applicable to the social behaviour and attitudes of children, adolescents and adults;
 - (e) develop aptitudes and skills such as a desire and ability to make educational innovations and to continue his or her training; experience in teamwork and in interdisciplinary studies; knowledge of group dynamics; and the ability to create favourable opportunities and take advantage of them;
 - (f) include the study of experiments in international education, especially innovative experiments carried out in other countries, and provide those concerned, to the fullest possible extent, with opportunities for making direct contact with foreign teachers.
34. Member States should provide those concerned with direction, supervision or guidance—for instance, inspectors, educational advisers, principals of teacher-training colleges and organizers of educational activities for young people and adults—with training, information and advice enabling them to help teachers work towards the objectives of this recommendation, taking into account the aspirations of young people with regard to international problems and new educational methods that are likely to improve prospects for fulfilling these aspirations. For these purposes, seminars or refresher courses relating to international and inter-cultural education should be organized to bring together authorities and teachers; other seminars or courses might permit supervisory personnel and teachers to meet with other groups concerned such as parents, students, and teachers' associations. Since there must be a gradual but profound change in the role of education, the results of experiments for the remodelling of structures and hierarchical relations in educational establishments should be reflected in training, information and advice.
35. Member States should endeavour to ensure that any programme of further training for teachers in service or for personnel responsible for direction includes components of international education and opportunities to compare the results of their experiences in international education.
36. Member States should encourage and facilitate educational study and refresher courses abroad, particularly by awarding fellowships, and should encourage recognition of such courses as part of the regular process of initial training, appointment, refresher training and promotion of teachers.
37. Member States should organize or assist bilateral exchanges of teachers at all levels of education.

VIII. Educational equipment and materials

38. Member States should increase their efforts to facilitate the renewal, production, dissemination and exchange of equipment and materials for international education, giving special consideration to the fact that in many countries pupils and students receive most of their knowledge about international affairs through the mass media outside the school. To meet the needs expressed by those concerned with international education, efforts should be concentrated on overcoming the lack of teaching aids and on improving their quality. Action should be on the following lines:
- (a) appropriate and constructive use should be made of the entire range of equipment and aids available, from textbooks to television, and of the new educational technology;
 - (b) there should be a component of special mass media education in teaching to help the pupils to select and analyse the information conveyed by mass media;
 - (c) a global approach, comprising the introduction of international components, serving as a framework for presenting local and national aspects of different subjects and illustrating the scientific and cultural history of mankind, should be employed in textbooks and all other aids to learning, with due regard to the value of the visual arts and music as factors conducive to understanding between different cultures;
 - (d) written and audio-visual materials of an interdisciplinary nature illustrating the major problems confronting mankind and showing in each case the need for international co-operation and its practical form should be prepared in the language or languages of instruction of the country with the aid of information supplied by the United Nations, Unesco and other Specialized Agencies;
 - (e) documents and other materials illustrating the culture and the way of life of each country, the chief problems with which it is faced, and its participation in activities of world-wide concern should be prepared and communicated to other countries.
39. Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racist reactions, contempt or hatred with regard to other groups or peoples. Materials should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.
40. According to its needs and possibilities, each Member State should establish or help to establish one or more documentation centres offering written and audio-visual material devised according to the objectives of this recommendation and adapted to the different forms and stages of education. These centres should be designed to foster the reform of international education, especially by developing and disseminating innovative ideas and materials, and should also organize and facilitate exchanges of information with other countries.

IX. Research and experimentation

41. Member States should stimulate and support research on the foundations, guiding principles, means of implementation and effects of international education and on innovations and experimental activities in this field, such as those taking place in the Associated Schools. This action calls for collaboration by universities, research bodies and centres, teacher-training institutions, adult education training centres and appropriate non-governmental organizations.
42. Member States should take appropriate steps to ensure that teachers and the various authorities concerned build international education on a sound psychological and sociological basis by applying the results of research carried out in each country on the formation and development of favourable or unfavourable attitudes and behaviour, on attitude change, on the interaction of personality development and education and on the positive or negative effects of educational activity. A substantial part of this research should be devoted to the aspirations of young people concerning international problems and relations.

X. International co-operation

43. Member States should consider international co-operation a responsibility in developing international education. In the implementation of this recommendation they should refrain from intervening in matters which are essentially within the domestic jurisdiction of any State in accordance with the United Nations Charter. By their own actions, they should demonstrate that implementing this recommendation is itself an exercise in international understanding and co-operation. They should, for example, organize, or help the appropriate authorities and non-governmental organizations to organize, an increasing number of international meetings and study sessions on international education; strengthen their programmes for the reception of foreign students, research workers, teachers and educators belonging to workers' associations and adult education associations; promote reciprocal visits by schoolchildren, and student and teacher exchanges; extend and intensify exchanges of information on cultures and ways of life; arrange for the translation or adaptation and dissemination of information and suggestions coming from other countries.
44. Member States should encourage the co-operation between their Associated Schools and those of other countries with the help of Unesco in order to promote mutual benefits by expanding their experiences in a wider international perspective.
45. Member States should encourage wider exchanges of textbooks, especially history and geography textbooks, and should, where appropriate, take measures, by concluding, if possible, bilateral and multilateral agreements, for the reciprocal study and revision of textbooks and other educational materials in order to ensure that they are accurate, balanced, up to date and unprejudiced and will enhance mutual knowledge and understanding between different peoples.

Revised Recommendation concerning Technical and Vocational Education¹

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris, at its eighteenth session, held from 17 October to 23 November 1974,

Recalling the constitutional responsibilities of the Organization for the promotion of education, Recognizing that technical and vocational education have to contribute to the maintenance of peace and friendly understanding between the various nations,

Considering that education must now be seen as a lifelong process,

Recognising that technical and vocational education is a prerequisite for sustaining the complex structure of modern civilization and economic and social development,

Recalling the principles set forth in Articles 23 and 26 of the Universal Declaration of Human Rights guaranteeing all the right to work and to education,

Considering therefore that all have a right to an education enabling full participation in contemporary society,

Taking into account the diversity of education systems throughout the world, as well as the particular and urgent needs of developing countries,

Considering that in spite of this diversity similar goals are pursued and similar questions and problems arise in all countries concerning technical and vocational education and that therefore common standards and measures are called for,

Having adopted for this purpose at its twelfth session the Recommendation concerning Technical and Vocational Education,

Recognizing however that the rapid technological and educational changes of the last decade require new, creative, and efficient efforts in technical and vocational education to improve education as a whole for social, economic and cultural development,

Having decided at its seventeenth session that in view of these changes this Recommendation should be revised in order to better serve Member States,

1. Recommendation adopted on the report of the Commission for Education at the thirty-sixth plenary meeting on 19 November 1974.

Noting that the International Labour Conference has adopted, over the years, a number of instruments dealing with various aspects of vocational guidance and vocational training and, in particular, the Vocational Guidance Recommendation, 1949, the Vocational Training (Agriculture) Recommendation, 1956, and the Vocational Training Recommendation, 1962, and that the Conference, at its 59th session, had adopted substantive conclusions with a view to adoption, in 1975, of a new instrument or instruments on vocational guidance and vocational training,

Noting further the close collaboration between Unesco and the International Labour Organisation (ILO) in drawing up their respective instruments so that they pursue harmonious objectives, avoiding duplication and conflict, and with a view to continued collaboration for effective implementation of the two instruments,

Adopts this Recommendation this nineteenth day of November 1974.

The General Conference recommends that when developing and improving technical and vocational education, Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles set forth in this Recommendation.

The General Conference recommends that Member States should bring this Recommendation to the knowledge of the authorities and bodies concerned with technical and vocational education.

The General Conference recommends that Member States should report to it, at such times and in such manner as shall be determined by it, on the action they have taken to give effect to the Recommendation.

I. Scope

1. This Recommendation applies to all forms and aspects of education which are technical and vocational in nature provided either in educational institutions or under their authority, directly by public authorities, or through other forms of organized education, public or private.
2. For the purposes of this Recommendation: 'technical and vocational education' is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:
 - (a) an integral part of general education;
 - (b) a means of preparing for an occupational field;
 - (c) an aspect of continuing education.
3. Technical and vocational education, being part of the total educational process, is included in the term 'education' as defined in the Convention and Recommendation against Discrimination in Education adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its eleventh session and the provisions of that Convention and Recommendation are therefore applicable to it.
4. This recommendation should be understood as setting forth general principles, goals and guidelines to be applied by each individual country according to needs and resources. The application of the provisions in their particulars and the timing of the implementation will therefore depend upon the conditions existing in a given country.

II. Technical and vocational education in relation to the educational process: objectives

5. Given immense scientific and technological development, either in progress or envisaged, which characterizes the present era, technical and vocational education should be a vital aspect of the educational process and in particular should:
 - (a) contribute to the achievement of society's goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of individuals for active participation in the establishment and implementation of these goals;

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- (b) lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that men comprehend their environment and are capable of acting upon it while taking a critical view of the social, political and environmental implications of scientific and technological change.
- 6. Given the necessity for new relationships between education, working life, and the community as a whole, technical and vocational education should exist as part of a system of lifelong education adapted to the needs of each particular country. This system should be directed to:
 - (a) abolishing barriers between levels and areas of education, between education and employment and between school and society through:
 - (i) the integration of technical and vocational and general education in all educational streams above primary level;
 - (ii) the creation of open and flexible educational structures;
 - (iii) the taking into account of individuals' educational needs and of the evolution of occupations and jobs;
 - (b) improving the quality of life by permitting the individual to expand his intellectual horizons and to acquire and to constantly improve professional skills and knowledge while allowing society to utilize the fruits of economic and technological change for the general welfare.
- 7. Technical and vocational education should begin with a broad basic vocational education, thus facilitating horizontal and vertical articulation within the education system and between school and employment thus contributing to the elimination of all forms of discrimination and should be designed so that it:
 - (a) is an integral part of everyone's basic general education in the form of initiation to technology and to the world of work;
 - (b) may be freely and positively chosen as the means by which one develops talents, interests and skills leading to an occupation in the sectors listed in paragraph 2 or to further education;
 - (c) allows access to other aspects and areas of education at all levels by being grounded on a solid general education and, as a result of the integration mentioned in paragraph 6(a), containing a general education component through all stages of specialization;
 - (d) allows transfers from one field to another within technical and vocational education;
 - (e) is readily available to all and for all appropriate types of specialization, within and outside formal education systems, and in conjunction or in parallel with training in order to permit educational, career and job mobility at a minimum age at which the general basic education is considered to have been acquired, according to the education system in force in each country;
 - (f) is available on the above terms and on a basis of equality to women as well as men;
 - (g) is available to disadvantaged and handicapped persons in special forms adapted to their needs in order to integrate them more easily into society.
- 8. In terms of the needs and aspirations of individuals, technical and vocational education should:
 - (a) permit the harmonious development of personality and character and foster the spiritual and human values, the capacity for understanding, judgement, critical thinking and self-expression;
 - (b) prepare the individual to learn continuously by developing the necessary mental tools, practical skills and attitudes;
 - (c) develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole.

III Policy, planning and administration

- 9. Policy should be formulated and technical and vocational education administered in support of the general objectives adopted for the educational process as well as for national and, if possible, regional social and economic requirements, and an appropriate legislative and financial framework adopted. Policy should be directed to both the structural and the qualitative improvement of technical and vocational education.
- 10. Particular attention should be given to planning the development and expansion of technical and vocational education:

- (a) high priority should be placed on technical and vocational education in national development plans as well as in plans for educational reform;
 - (b) planning should be based upon a thorough evaluation of both short-term and long-term needs taking into consideration any variation in needs which may exist within a country;
 - (c) adequate provision for proper current and future allocation of financial resources should be a major element of planning;
 - (d) planning should be done by a responsible body or bodies having authority on the national level. This body should have available to it data which have been collated, analysed, synthesized and interpreted by qualified staff provided with adequate research facilities.
11. Planning should be responsible to national and, if possible, regional, economic and social trends, to projected changes in demand for different classes of goods and services, and for different types of skills and knowledge in such a way that technical and vocational education may easily adapt to the evolving situation be it rural or urban. This planning should also be co-ordinated with current and projected training action and the evolution of employment.
12. While the education authorities should have primary responsibility, the following groups and authorities should be actively associated in policy formulation, and in the planning process. Structures, on both national and local levels, taking the form of public agencies or consultative or advisory bodies, should be created to permit this:
- (a) public authorities responsible for planning economic and social policy, labour and employment, and for the various occupational sectors (industry, agriculture, commerce);
 - (b) representatives of non-governmental organizations within each occupation sector from among employers and workers;
 - (c) any authority or body, such as a training body or extension services, responsible for out-of-school education and training;
 - (d) representatives of those responsible-both in public education and in State recognized private education-for executing educational policy including teachers, examining bodies and administrators;
 - (e) parent, former pupil, student and youth organizations;
 - (f) representatives from the community at large.
13. Policies for the structural improvement of technical and vocational education should be established within the framework of broad policies designed to implement the principle of lifelong education through the creation of open, flexible and complementary structures for education, training and educational and vocational guidance, regardless of whether these activities take place within the system of formal education or outside it. In this respect consideration should be given to the following:
- (a) multipurpose secondary education offering diversified curricula including work-study programmes;
 - (b) open tertiary institutions recruiting from a variety of sources and offering programmes ranging from short specialized ones to longer full-time programmes of integrated studies and professional specialization;
 - (c) establishing a system of equivalencies whereby credit is given for completion of any approved programme and recognition is granted educational and professional qualifications achieved through various means.
14. Policy should be directed to ensuring high quality in such a way as to exclude the possibility of any judgement which discriminates between the different educational streams, whatever their ultimate goal. In this respect special efforts should be made to ensure that technical and vocational education in rural areas meets the same standards as that offered in urban ones.
15. In order to ensure quality, responsible national authorities should establish certain criteria and standards, subject to periodic review and evaluation, applying in all aspects of technical and vocational education, including to the extent possible non-formal education for:
- (a) all forms of recognition of achievement and consequent qualification;
 - (b) staff qualifications;
 - (c) ratios of teaching and training staff to learners;
 - (d) the quality of curricula and teaching materials;

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- (e) safety precautions for all learning environments;
 - (f) physical facilities, building, workshop layouts, quality and type of equipment.
16. Policies should be established fostering research related to technical and vocational education, with particular emphasis on its potential within lifelong education, and directed to its improvement. This research should be carried out by competent staff on national and institutional levels as well as through individual initiative. To this end:
- (a) special emphasis should be placed on curriculum development, research concerning teaching and learning methods and materials, and where the need exists, on technologies and techniques applied to development problems;
 - (b) financial resources and physical facilities should be made available through institutions of higher education, specialized research institutions and professional organizations for applying the results of this research on an experimental basis in representatively selected institutions for technical and vocational education;
 - (c) channels should be created for the widespread dissemination and rapid application of the positive results of research and experimentation;
 - (d) the effectiveness of technical and vocational education should be evaluated using, among other data, relevant statistics including those concerning part-time enrolments and drop-out rates which are in some cases neglected;
 - (e) particular attention should be given to all research efforts to humanize working conditions.
17. Provision should be made within administrative structures for evaluation, supervisory and accreditation services, staffed by technical and vocational education specialists, to ensure the rapid application of new research findings and to maintain standards:
- (a) evaluation services as a whole should ensure the quality and smooth operation of technical and vocational education by continuous review and action directed to constant improvement of staff, facilities and programmes;
 - (b) supervisory services for the staff should encourage improvement in the quality of teaching by providing guidance and advice and recommending continuing education;
 - (c) all programmes of technical and vocational education, in particular, those offered by private bodies, should be subject to approval by the public authorities through some means of accreditation or form of public inspection.
18. Particular attention should be given to the material resources required for technical and vocational education. Priorities should be carefully established with due regard for immediate needs and the probable directions of future expansion and adequate cost controls introduced:
- (a) institutional planning should be directed to ensuring maximum efficiency and flexibility in use;
 - (b) the planning, construction and equipping of facilities should be carried out in collaboration with specialist teachers and educational architects and with due regard for their purpose, prevailing local factors and relevant research;
 - (c) adequate funds should be allocated for recurrent expenditure for supplies and maintenance and repair of equipment.

IV. Technical and vocational aspects of general education

19. An initiation to technology and to the world of work should be an essential component of general education without which this education is incomplete. An understanding of the technological facet of modern culture in both its positive and negative attributes, and an appreciation of work requiring practical skills should thereby be acquired. This initiation should further be a major concern in educational reform and change with a view to greater democratization of education. It should be a required element in the curriculum, beginning in primary education and continuing through the early years of secondary education.
20. Opportunities for general technical and vocational initiation should continue to be available to those who wish to avail themselves of it within the educational system and outside it in places of work or community centres.
21. The technical and vocational initiation in the general education of youth should fulfil the educational requirements of all ranges of interest and ability. It should mainly perform three functions:

- (a) to enlarge educational horizons by serving as an introduction to the world of work and the world of technology and its products through the exploration of materials, tools, techniques and the process of production, distribution and management as a whole, and to broaden the learning process through practical experience;
 - (b) to orient those with the interest and ability toward technical and vocational education as preparation for an occupational field or toward training outside the formal education system;
 - (c) to promote in those who will leave formal education at whatever level but with no specific occupational aims or skills, attitudes of mind and ways of thought likely to enhance their aptitudes and potential, to facilitate the choice of an occupation and access to a first job, and to permit them to continue their vocational training and personal education.
22. Required general technical and vocational studies in the schools having great importance for the orientation and education of youth programmes, should include a proper balance between theoretical and practical work. A properly structured programme of such studies should be drawn up by the competent authorities in collaboration with the professional community and with those responsible for technical and vocational education. These programmes should:
- (a) be based upon a problem-solving and experimental approach and involve experience in planning methods and decision-making;
 - (b) introduce the learner to a broad spectrum of technological fields and at the same time to productive work situations;
 - (c) develop a certain command of valuable practical skills such as tool use, repair and maintenance and safety procedures, whether applicable to future education, training and employment or to leisure time, and a respect for their value;
 - (d) develop an appreciation of good design and craftsmanship and the ability to select goods on the basis of their quality;
 - (e) develop the ability to communicate including the use of graphical means;
 - (f) develop the ability to measure and calculate accurately;
 - (g) be closely related to the local environment without, however, being limited to it.
23. The technical and vocational initiation in programmes of general educational enrichment for older youth and adults should be directed to enabling those engaged in working life to:
- (a) understand the general implications of technological change, its impact on their professional and private lives, and how man may shape this change;
 - (b) to use practical skills for improving the home and community environment and thus the quality of life and, in appropriate conditions, for productive leisure-time activities.

V. Technical and vocational education as preparation for an occupational field

24. Given disparities that may exist between formal education, whether secondary or tertiary, and the employment and career opportunities available, the highest priority should be given to technical and vocational education which prepares young people to exercise occupations in the sectors covered by this recommendation. Consequently the structure and content of traditional education, whether general or technical and vocational, should be adapted accordingly through:
- (a) the diversification of secondary education in the later stages so that it may be pursued in conjunction with employment or training, or may lead to employment or to higher education, thereby offering to all youth educational options corresponding to their needs;
 - (b) the introduction of new programmes into tertiary education more relevant to the career needs of young adults;
 - (c) the development of educational structures and programmes on all levels centred on organized and flexible interchange between educational institutions including training institutions and those responsible for employment in the various occupational sectors.
25. Technical and vocational education as preparation for an occupational field should provide the foundation for productive and satisfying careers and should:
- (a) lead to the acquisition of broad knowledge and basic skills applicable to a number of occupations within a given field so that the individual is not limited by his education in his freedom of occupational choice, and later transfer from one field to another in the course of working life is facilitated;

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- (b) at the same time offer a thorough and specialized preparation for initial employment and effective training within employment;
 - (c) provide the background in terms of skills, knowledge and attitudes, for continuing education at any point in the individual's working life.
26. Premature and narrow specialization should be avoided:
- (a) in principle 15 should be considered the lower age limit for beginning specialization;
 - (b) a period of common studies concerning basic knowledge and skills should be required for each broad occupational sector before a special branch is chosen.
27. Because it is desirable that women seek wider participation in all kinds of occupations outside family and domestic activities, they should have the same educational opportunities available to them as men in order to prepare for an occupation and should be encouraged to take advantage of these through appropriate legislative measures and widespread distribution of information concerning these opportunities.
28. Special provision should be made for out-of-school and unemployed youth and children of migrant workers with the minimum or less of primary education, as well as for those not entering education or training programmes after completion of compulsory schooling, in order that they may acquire employable skills.
29. Given the necessity of integrating the physically and mentally disadvantaged into society and its occupations, the same educational opportunities should be available to them as to the non-handicapped in order that they may achieve qualification for an occupation; special measures or special institutions may be required.

Organization

30. Technical and vocational education as preparation for an occupational field should be organized on a national or, if possible, regional basis, so as to respond positively to over-all social, economic and educational requirements and to the needs of different groups of the population without discrimination.
31. Several organizational patterns of technical and vocational education, including both full-time and part-time options should exist within each country. The following patterns of organization for example should be considered:
- (a) full time including practical training as well as general education, provided in an educational establishment, either comprehensive or specialized;
 - (b) part-time programmes such as the following in which general education and theoretical and broad practical aspects of the occupational field are given in an educational establishment while specialized practical training is acquired during work in the chosen occupation:
 - (i) the day-release system providing for young workers and apprentices to attend an educational establishment at least one day a week and preferably two;
 - (ii) the sandwich system under which periods in an educational institution alternate with training periods in a factory, farm, business establishment or other undertaking;
 - (iii) the block-release system whereby young workers are released to attend courses for one or two short periods of at least ten to fifteen weeks in total length per year which may be especially adapted to conditions in areas of low population density by provision of boarding facilities.
32. The responsible authorities should encourage part-time education, therefore:
- (a) these programmes should be available directly after completion of minimum compulsory or required schooling, and should continue to be available to the highest level of formal education;
 - (b) the educational qualifications acquired by this means should be equivalent to those acquired by full-time education;
 - (c) where employers are responsible for the practical training aspect for part-time students, this training should be as broad as possible serving the educational and training needs of the individual, and should meet national standards.
33. In view of the increasing requirement for highly qualified middle-level manpower in all fields, and the increasing numbers completing secondary education or its equivalent, the development of programmes of technical and vocational education corresponding to further qualifying

tertiary education should be given high priority. The following patterns of organization should be considered:

- (a) a period of from one to two years of guided work experience followed by a part-time or briefer full-time programme of specialization;
 - (b) part-time programmes;
 - (c) full-time programmes as an extension of programmes given in specialized secondary institutions or given in tertiary institutions.
34. The high cost of equipment for the practical component of technical and vocational education requires that this be organized so that benefits received are in proportion to the cost. Consideration should be given to the following as a means of achieving this:
- (a) centralized workshops, or mobile units, could be used to serve several educational institutions;
 - (b) workshops attached to educational institutions could be designed so that they are suitable for use by the community at large particularly for continuing education programmes;
 - (c) although workshops and laboratories in advanced secondary or tertiary institutions should be designed primarily for pedagogical purposes, they might also be equipped and staffed so that equipment for use in technical and vocational studies in general education may be produced.
35. Enterprises should be closely associated in the practical training of those preparing for occupations in their particular sector, and should be encouraged to take responsibility, in co-operation with educational institutions, for the organization of this training.

Programme content

36. All programmes of technical and vocational education as preparation for an occupational field should:
- (a) aim at providing scientific knowledge, technical versatility and the broad skills and knowledge required for rapid adaptation to new ideas and procedures and for steady career development;
 - (b) be based on an analysis of broad occupational requirements worked out for the long term between education authorities including organizations representing educational research and administration and employment authorities and occupational organizations concerned;
 - (c) include a proper balance between general subjects, science and technology, and studies of both the theoretical and practical aspects of the occupational field, with the practical component in all cases related to the theoretical one;
 - (d) stress developing a sense of professional values and responsibilities from the standpoint of human needs.
37. In particular programmes should:
- (a) whenever possible be interdisciplinary in character as many occupations now require knowledge and training in two or more traditional areas of study;
 - (b) be based on curricula designed around core knowledge and skills;
 - (c) include studies of the social and economic aspects of the occupational field as a whole;
 - (d) include the study of at least one foreign language of international use which, while conducive to a higher cultural level, will give special emphasis to the requirements of communication and the acquisition of a scientific and technical vocabulary;
 - (e) include an introduction to organizational and planning skills;
 - (f) emphasize instruction in safety procedures relative to the materials and equipment used in a given occupational field and the importance of safe working conditions and the health aspects relative to the occupation as a whole.
38. While based on the above general principles and components, and thus pursuing in all cases broader educational aims, programmes in their practical aspect should be designed taking into account special occupational requirements with regard to the particular executive, organizational, analytical and practical skills required.
39. Technical and vocational education programmes leading to university qualification, while encouraging research and offering high-level specialization, should be developed with particular attention to:

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- (a) the inclusion of components directed to developing attitudes whereby those with broad responsibilities in technological fields constantly relate their professional tasks to larger human goals;
 - (b) relating more closely higher technical and vocational education for the industrial and agricultural sectors to the requirements of these sectors. In this regard consideration should be given to creating within tertiary institutions, centres for the testing and certification of industrial and agricultural products, supervised by the public authorities and serving both educational and research purposes.
40. Programmes of technical and vocational education as preparation for occupations within the agricultural sector should be designed in accordance with the over-all social and economic requirements of rural development. Therefore:
- (a) both general aspects and the technical and vocational aspects, while adapted in terms of both organization and content to the special requirements of agricultural occupations, should be of the same quality as those for other occupational areas;
 - (b) programmes should be directed to the development and application of technologies especially suited to rural development through close co-ordination between education and extension services and between these and research services and institutions;
 - (c) programmes should be directed to preparing qualified people for all types of occupations and ranges of technical competence necessary for rural development;
 - (d) programmes should be broadly conceived, including in addition to the special occupational area, an introduction to the commercial aspects of agriculture and the functioning of rural economic institutions.
41. Where lack of resources limits the expansion of technical and vocational education, emphasis in the initial stages should be placed on developing programmes for occupations in areas of critical manpower shortage, and in areas of immediate development potential.
42. Programmes preparing for occupations in small industry, individual farming or the artisan trades, whether urban or rural, and particularly for self-employment, should include commercial studies enabling those engaged in such occupations to take responsibility not only for production, but also for marketing, competent management and the rational organization of the whole enterprise.
43. Programmes leading to occupations in the business and commercial sector should include:
- (a) a thorough grounding in the methods and skills developed as a result of the application of technology to business and office management and particularly to the acquisition and processing of information;
 - (b) training in the organizational and management skills required for the smooth operation of enterprises in all economic sectors;
 - (c) an introduction to marketing and distribution procedures.
44. Special attention should be given to developing programmes for preparing personnel at all levels for the social services sector (e.g. community and family work, nursing and paramedical occupations, nutrition and food technology, home economics and environmental improvement). Those programmes should:
- (a) emphasize the relation of the special occupational field to raising standards of living in terms of food, clothing, housing, medical services, the quality of family life or that of the environment as the case may be;
 - (b) be well adapted to the special requirements of local conditions in particular those of climate and geography, materials available and community organization and social patterns.

VI. Technical and vocational education as continuing education

45. The development and expansion of technical and vocational education as continuing education, both within and outside the formal education system, and within the framework of lifelong education, should be a priority objective of all educational strategies and broad provision should be made for allowing everyone, whatever the educational qualifications achieved prior to employment, to continue both their professional and general education.
46. In addition to permitting adults to make up deficiencies in general education or professional

- qualifications, which has often been the only objective of continuing education, it should now:
- (a) offer possibilities of personal development and professional advancement;
 - (b) permit the updating and refreshing of knowledge and practical abilities and skills in the occupational field;
 - (c) enable the individual to adapt to technological changes in his occupation or to enter another occupation if these changes render his particular job obsolete;
 - (d) be available throughout working life without restriction of age, sex, prior education and training or position;
 - (e) be broad in scope, including general education elements, and not simply specialized training for one particular job.
47. The appropriate authorities should be encouraged to provide the basic conditions for technical and vocational education as continuing education, including consideration of measures providing for paid educational leave or other forms of financial aid.
48. The technical and vocational aspect of continuing education should actively be encouraged through such means as:
- (a) widespread dissemination of information concerning the programmes available, and how one may take advantage of existing opportunities, including full use of mass media to this end;
 - (b) recognition of successful completion of programmes in terms of remuneration and professional advancement.
49. Those responsible for organizing programmes of continuing technical and vocational education recognized by the public authorities should consider the following forms:
- (a) courses given during working hours at the place of work;
 - (b) fuller part-time courses especially designed for continuing education given in secondary and tertiary institutions, already staffed and equipped for technical and vocational education;
 - (c) evening and week-end courses given in the above types of institutions or in community centres;
 - (d) correspondence courses;
 - (e) courses given on educational television;
 - (f) periodic seminars;
 - (g) inter-enterprise programmes;
 - (h) informal discussion groups created and organized on the initiative of students.
50. The following forms of organization of leave should be considered:
- (a) day release;
 - (b) block release of varying lengths;
 - (c) release for one or more hours during the working day.
51. Programmes of technical and vocational education as continuing education should:
- (a) be designed and taught on the basis of the special requirements of adults, and use teaching methods which take into account the expertise which they have already acquired;
 - (b) contain a built-in mechanism for rapid adjustment to the needs of particular individuals or groups and to technological change.
52. Special provision should be made for groups with particular requirements:
- (a) in the case of women, because of the necessity of periods of absence from the labour force imposed by maternity and family responsibilities, in order to enable them to update their knowledge and to improve their professional skills for re-entry into employment;
 - (b) to enable older workers to adapt to new occupations;
 - (c) to provide foreign workers and handicapped workers with specific facilities for pre-training to enable them to adapt to a training programme or to working life;
 - (d) the resources of continuing education should be used to offer unskilled and semi-skilled workers the opportunity to improve their qualifications.
53. Particular attention should be paid to the development of continuing education programmes suitable in rural areas in terms of content, physical location and time of year offered.

VII. Guidance

54. Guidance should be viewed as a continuous process and a vital element in education, directed to aiding all to make positive educational and occupational choices. It should ensure that the individual be provided with the necessary prerequisites:
 - (a) to become aware of his interests and abilities and able to set himself precise objectives;
 - (b) to pursue a course of education, whether preparatory or continuing, commensurate with these;
 - (c) to make decisions concerning his occupation, both in the initial and later stages, which lead to a satisfying career;
 - (d) to facilitate transitions between education and employment at whatever level or stage.
55. Guidance services on the national, local and institutional levels should ensure that the paths are kept open between education and initial training and employment, and employment and continuing education and training through:
 - (a) close liaison and co-ordination with training, counselling, employment and placement services;
 - (b) ensuring that all necessary information concerning employment and career opportunities is available and actively disseminated;
 - (c) ensuring that those in employment have access to information concerning opportunities in continuing education and training.
56. While emphasizing the needs of the individual, guidance for young people should be accompanied by information which gives them a realistic view of the opportunities available in a given occupational cluster, including information regarding probable developments in the market and in employment structures, and what may be expected in terms of remuneration, career advancement and possibilities for occupational change.
57. Particular attention should be given to guidance for girls and women:
 - (a) this guidance should cover the same broad range of education, training and employment opportunities as for boys and men;
 - (b) it should systematically encourage girls and women to take advantage of the opportunities available to them.
58. Guidance given in the technical and vocational aspects of general education during the observation or orientation cycle of secondary schooling should:
 - (a) cover a broad range of occupations with supplementary visits to work places and acquaint the student with the eventual necessity of choosing an occupation and the importance of this choice being as rational as possible;
 - (b) aid students in making a positive choice concerning educational streams or options for those wishing to pursue technical and vocational education as preparation for an occupational field or training programmes outside the educational system, and aid those not continuing their formal education or entering training to find employment, while encouraging them to continue their education at a later date.
59. Guidance in technical and vocational education as preparation for an occupational field should:
 - (a) inform the student of the various possibilities open in the particular field of interest, the educational background required and the possibilities for later continuing education available;
 - (b) encourage the student to choose an educational programme which will limit his later employment options as little as possible;
 - (c) follow the progress of the student during the educational programmes;
 - (d) supplement the later stages of the programmes by short periods of work experience and study of real work situations.
60. Guidance in technical and vocational education as continuing education should:
 - (a) help the employed adult choose the programme of continuing education most suited to his needs;
 - (b) enable him to place himself in relation to the various levels of study and afford him the means of making effective choices.
61. Guidance should be given on the basis of:
 - (a) knowledge of the individual which takes account of the social and family factors influencing his attitudes and expectations;

- (b) information obtained from objective evaluation of the results of testing including aptitude tests;
 - (c) knowledge of his educational achievements and/or achievements in employment;
 - (d) knowledge of employment and career opportunities as well as job satisfaction in the occupational sector in which he is interested or engaged and of demands made;
 - (e) medical records indicating whether the student is physically able to pursue a given occupation.
62. The effectiveness of guidance services should continually be assessed and statistics kept on both the national and institutional levels through:
- (a) the keeping of cumulative records concerning the education of the student as well as follow-up records concerning his employment;
 - (b) a built-in system of evaluation of both quality of staff performance and the methods used in order to effect change or improvement where needed.

VIII. The teaching and learning processes: methods and materials

63. In all aspects of technical and vocational education, the methodology of learning should assume equal importance in the teaching and learning process with the subject-matter itself. All aspects of technical and vocational education should be oriented to the needs of the learner and directed to motivating him, and methods and materials developed accordingly.
64. Theory and practice should form an integrated whole: what is learned in the laboratory, workshop or in enterprises should be directly related to the mathematical and scientific foundations of the particular operation or process, and conversely, technical theory, as well as the mathematics and science sustaining it, should be illustrated through their practical applications.
65. Full use should be made of the resources provided by educational technology, with special emphasis on the methods and materials of self-education, in particular audio-visual aids, including multi-media systems, programmed instruction and the use of mass media.
66. The methods and materials used in technical and vocational education should be carefully adapted to the group to be taught. In this respect:
- (a) where the language of instruction differs from the native language, teaching materials should make maximum use of numerical and graphical representation, written material being kept to a minimum;
 - (b) where materials developed in one country are adapted for use in another, this adaptation should be carefully made with due regard to local factors.
67. Machines and equipment used in workshops in educational institutions should be geared to the level and training of the users. This equipment should be simple and designed especially for pedagogical purposes without however being obsolete or teaching obsolete procedures. Training using complex equipment may be given more appropriately and efficiently on the job.

Evaluation

68. Evaluation should be an integral part of the teaching and learning process in technical and vocational education, and its major function should be the development of the particular individual in accordance with his interests and capacities.
69. Although standards of performance should be upheld, evaluation of the student's work should be made on a total basis considering among others his class participation, his interest and attitude, his relative progress, allowance being made for his aptitudes, and examinations and other tests.
70. Students should participate in the evaluation of their own progress and the evaluation of student work should have a system of feedback built into it so that learning problems and their causes may be identified and steps taken to correct them.
71. Continuous evaluation of the teaching process should be made by both teachers and their supervisors, with the participation of students as well, in order to determine the effectiveness of the methods and materials used, and to devise alternatives should the need arise. Continuous evaluation of the teaching-learning process should be undertaken with the participation of representatives from the occupational fields concerned.

IX. Staff

72. To enhance the achievement of the objectives of technical and vocational education, a priority should be given to the recruitment and preparation of adequate numbers of well-qualified and competent teachers, administrators, and guidance staff and to the provision of the necessary training and other facilities to enable them to function effectively in their profession.
73. The emoluments and conditions of service which are offered should compare favourably with those enjoyed by persons with similar qualification and experience in other occupational sectors. In particular, promotions, salaries and pension scales for technical and vocational education staff should take into account any relevant experience acquired in employment outside the educational sector.

Teaching staff

74. All teachers in technical and vocational education, including those who teach only practice, should be considered an integral part of the teaching profession and as such should be recognized as having the same status as their colleagues in other fields. In this regard:
 - (a) the Recommendation concerning the Status of Teachers adopted by the Special Inter-governmental Conference on the Status of Teachers on 5 October 1966 is applicable to them especially as regards the provisions concerning preparation for a profession and continuing education; employment and career; the rights and responsibilities of teachers; conditions for effective teaching and learning; teachers' salaries; social security;
 - (b) arbitrary distinctions between teachers employed by various types of educational institutions, e.g. specialized technical and vocational institutions and general education institutions should be eliminated.
75. Teachers involved in any aspect of technical and vocational education, whether on a full-time or part-time basis, should possess the personal, ethical, professional and teaching qualities essential for the accomplishment of their work.
76. Teachers of technical and vocational aspects in general education should:
 - (a) be familiar with a broad range of specialities;
 - (b) develop the ability to relate these to each other as well as to the larger social, economic and historical and cultural context;
 - (c) where this aspect of technical and vocational education serves primarily an occupation or educational orientation function, be able to give guidance.
77. Considering technical and vocational education as preparation for an occupational field, teachers in this area should have special qualifications depending on the occupation for which they are preparing students:
 - (a) if the occupational field requires primarily practical skills the teacher should himself have long employment experience in the exercise of these skills;
 - (b) if students are to be prepared for technician or middle management positions, teachers should have a thorough knowledge, preferably acquired through appropriate practical experience, of the special requirements of this type of position;
 - (c) if the occupational field requires research and theoretical analysis, e.g. an engineering field, the teacher should have a university education and be actively engaged in research himself.
78. Considering technical and vocational education as continuing education, teachers in this area should, in addition to the special preparation for teaching adults, have an adequate knowledge of the working environment of their students and have specialized knowledge and skills in their teaching field.
79. Skilled professionals employed in appropriate sectors outside education should be invited to teach, at suitable points in technical and vocational education, certain programmes in schools, universities or other educational institutions in order to link the world of work more closely to the classroom.
80. Teachers of general subjects in institutions which offer technical and vocational education, in addition to the usual qualification, both professional and in their teaching field, should receive a special initiation concerning the objectives and requirements of technical and vocational education.

81. Preparation for technical and vocational teaching should be given as a tertiary programme, thereby requiring completion of secondary education or its equivalent for entrance. All types of programme should be designed with the following objectives in mind:
 - (a) to maintain standards of education and professional preparation in vigour for the teaching profession as a whole and to contribute to the raising of these over-all standards;
 - (b) to develop in the future teacher the ability to teach both theoretical and the practical aspects of his field;
 - (c) to ensure that the teacher will be qualified, with minimum further training, to teach other groups than those for which he was prepared initially.
82. Varied and flexible programmes, full time and part time, adapted to the special requirements of a wide variety of recruitment sources as well as to those of the field to be taught and the group or groups to be taught should be available.
83. In those cases where it is difficult for intending technical and vocational teachers to acquire employment experience, consideration should be given to creating units, attached to teacher-training institutions, for the production of equipment and teaching materials for the schools in which intending teaching staff would be required to work for varying lengths of time.
84. The professional preparation of all technical and vocational teachers should include the following elements:
 - (a) educational theory both in general and as especially applying to technical and vocational education;
 - (b) educational psychology and sociology as it especially applies to the group or groups for which the future teacher will be responsible;
 - (c) special teaching methods appropriate to the field of technical and vocational education for which the future teacher is preparing and the groups to be taught, in methods of evaluation of student work, and in classroom management;
 - (d) training in the choice and use of the whole range of modern teaching techniques and aids presupposing the use of up-to-date methods and materials in the programme of professional preparation itself;
 - (e) training in how to create and produce appropriate teaching materials, of special importance in those cases where technical and vocational teaching materials are in short supply;
 - (f) a period of supervised practice teaching experience before appointment to a teaching post;
 - (g) an introduction to educational and occupational guidance methods as well as to educational administration;
 - (h) a thorough grounding in safety and emphasis on the ability to teach safe working practice and habitually to set a good working example.
85. Staff responsible for the preparation of technical and vocational teachers should have obtained the highest qualifications possible in their field:
 - (a) teacher-educators responsible for special technical and vocational fields should have qualifications in their field equivalent to those of special subjects staff in other institutions and programmes of higher education, including advanced degrees and employment experience in a related occupational field;
 - (b) teacher-educators responsible for the pedagogical aspect of teacher preparation should themselves be experienced teachers in technical and vocational education and should possess the highest qualifications in a specialized field of education.
86. Staff responsible for the preparation of technical and vocational teachers should be actively engaged in research in their field and provision should be made for this in terms of a reasonable teaching load and access to appropriate facilities.
87. Teaching staff should be encouraged to continue their education, whatever the field in which they specialize, and should have the necessary means to do so. This continuing education which should be made available in a wide range of facilities, should include:
 - (a) periodic review and updating of knowledge and skills in the special field;
 - (b) periodic updating of professional skills and knowledge;
 - (c) periodic work in the occupational sector relating to the special field.
88. Account should be taken of a teacher's achievements in continuing education when the responsible authorities consider questions of promotion, seniority and status concerning him.

Administrative and guidance staff

89. Administrative responsibilities for technical and vocational education programmes should be entrusted to persons with the following qualifications:
- (a) teaching experience in a field of technical and vocational education;
 - (b) proficiency acquired through study and employment experience in one of the fields taught in the programme;
 - (c) a broad vision of technical and vocational education as a whole and of the interrelation of the various aspects;
 - (d) a knowledge of administrative techniques.
90. The heads of establishments in technical and vocational education should receive adequate administrative assistance so that they can devote most of their time to the highly important educational and scientific aspects of their work. Technical and vocational education establishments should have sufficient staff to provide the following services:
- (a) advice and guidance for candidates and students;
 - (b) the preparation, supervision and co-ordination of all practical work and experiments;
 - (c) the maintenance of instruments, apparatus and tools in workshops and laboratories.
91. Administrators should keep up to date with new administrative techniques and trends through programmes of continuing education. Prospective administrators should receive special training in methods and problems involved in the task. This preparation should include:
- (a) management methods appropriate to educational administration;
 - (b) methods of allocation of available resources given the objectives of the various programmes for which they will be responsible;
 - (c) planning methods.
92. Guidance staff should receive special preparation for their tasks whether they are specialists or are teachers serving also as guidance staff. This preparation should stress psychology, pedagogy, sociology and economics. Guidance staff should be equipped to make objective assessments of aptitude, interest and motivation and to have at hand up-to-date information concerning career and education opportunities. During this preparation they should acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and periods of time spent in enterprises. Guidance staff should be required and provided with facilities-including the opportunity for practical experience-to keep up with new methods of guidance and information as to new or changed educational training and employment opportunities.

X. International co-operation

93. Member States should give priority to international co-operation in the field of technical and vocational education.
- (a) This co-operation, whether in the framework of bilateral or multilateral agreements, or through international organizations, should be directed to improving the quality of technical and vocational education and developing and expanding it where necessary.
 - (b) Every effort should be made to co-ordinate within any given country the international assistance activities in the field of technical and vocational education.
94. Member States should take special measures to provide foreigners (in particular migrants and refugees) and their children living within their territory with technical and vocational education. Such measures should take into account the special needs of such persons in the host country as well as in view of their possible return to their country.
95. Provision should be made at national, regional and international levels for the regular exchange of information, documentation, and materials of international interest obtained from research and development efforts on all levels concerning technical and vocational education, in particular:
- (a) publications concerning, among others, comparative education, psychological and pedagogical problems affecting general and technical and vocational education, and current trends;
 - (b) information and documentation concerning curriculum development, methods and materials,

- study opportunities abroad, employment opportunities including manpower requirements, working conditions and social benefits;
- (c) teaching materials and equipment;
- (d) mass media programmes of an informational or pedagogical character.
96. Regional co-operation among countries having a common cultural heritage and facing common problems in the development or extension of technical and vocational education should be highly encouraged through:
- (a) periodic meetings on the ministerial level and the establishment of a standing committee or organization to review policies formulated and actions taken;
- (b) the creation of joint facilities for higher level research, the development of prototype materials and equipment, and the preparation of staff for the training of teachers where the costs of such facilities are too high to be sustained by any one country in a given region.
97. The development of both written and audio-visual teaching and learning materials which are suitable for international or regional use should be considered a priority area in international co-operation. These materials should contribute to the progressive establishment of common standards for professional qualifications acquired through technical and vocational education.
98. Member States should encourage the creation of a climate of opinion favourable to international co-operation in the field of technical and vocational education through:
- (a) teacher and student fellowships and exchanges;
- (b) establishment of sustained contacts between similar institutions in different countries;
- (c) provision of employment experience abroad, particularly when opportunities at home are limited.
99. To facilitate international co-operation, Member States should apply within technical and vocational education internationally recommended standards and norms relating in particular to:
- (a) systems of measure;
- (b) scientific and technical symbols;
- (c) occupational qualifications;
- (d) information processing;
- (e) equivalencies of qualifications acquired through technical and vocational education implying standardization of curricula and testing, including aptitude tests, for some technical fields;
- (f) safety and security through testing of materials and products.
100. Internationally recommended standards and norms concerning technical and vocational education should be continuously evaluated through sustained research concerning the effectiveness of their application in the various countries especially in order to facilitate the establishment of equivalence of qualifications and free movement of individuals between the different national systems of education.

Recommendation on the Status of Scientific Researchers¹

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 17 October to 23 November 1974, at its eighteenth session,

Recalling that, by the terms of the final paragraph of the Preamble to its Constitution, Unesco seeks-by means of promoting (inter alia) the scientific relations of the peoples of the world-to advance the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims,

Considering the terms of the Universal Declaration of Human Rights adopted by the United Nations General Assembly on 10 December 1948, and in particular Article 27.1 there of which provides that everyone has the right freely to participate in the cultural life of the community, and to share in scientific advancement and its benefits,

1. Recommendation adopted on the report of the Commission for Science at the thirty-eighth plenary meeting on 20 November 1974.

Recognizing that:

- (a) scientific discoveries and related technological developments and applications open up vast prospects for progress made possible in particular by the optimum utilization of science and scientific methods for the benefit of mankind and for the preservation of peace and the reduction of international tensions but may, at the same time, entail certain dangers which constitute a threat, especially in cases where the results of scientific research are used against mankind's vital interests in order to prepare wars involving destruction on a massive scale or for purposes of the exploitation of one nation by another, and in any event give rise to complex ethical and legal problems;
- (b) to face this challenge, Member States should develop or devise machinery for the formulation and execution of adequate science and technology policies, that is to say, policies designed to avoid the possible dangers and fully realize and exploit the positive prospects inherent in such discoveries, technological developments and applications,

Recognizing also:

- (a) that a cadre of talented and trained personnel is the cornerstone of an indigenous research and experimental development capability and indispensable for the utilization and exploitation of research carried out elsewhere;
- (b) that open communication of the results, hypotheses and opinions-as suggested by the phrase 'academic freedom'-lies at the very heart of the scientific process, and provides the strongest guarantee of accuracy and objectivity of scientific results;
- (c) the necessity of adequate support and essential equipment for performance of research and experimental development,

Observing that, in all parts of the world, this aspect of policy-making is coming to assume increasing importance for the Member States; having in mind the intergovernmental initiatives set out in the annex to this recommendation, demonstrating recognition by Member States of the growing value of science and technology for tackling various world problems on a broad international basis, thereby strengthening co-operation among nations as well as promoting the development of individual nations; and confident that these trends predispose Member States to the taking of concrete action for the introduction and pursuit of adequate science and technology policies,

Persuaded that such governmental action can considerably assist in the creation of those conditions which encourage and assist indigenous capability to perform research and experimental development in an enhanced spirit of responsibility towards man and his environment,

Believing that one of the foremost of these conditions must be to ensure a fair status for those who actually perform research and experimental development in science and technology, taking due account of the responsibilities inherent in and the rights necessary to the performance of that work,

Considering that scientific research activity is carried out in exceptional working conditions and demands a highly responsible attitude on the part of the scientific researchers towards that work, towards their country and towards the international ideals and objectives of the United Nations, and that workers in this profession accordingly need an appropriate status,

Convinced that the current climate of governmental, scientific and public opinion makes the moment opportune for the General Conference to formulate principles for the assistance of member governments desirous of ensuring fair status for the workers concerned,

Recalling that much valuable work in this respect has already been accomplished both in respect of workers generally and in respect of scientific researchers in particular, notably by the international instruments and other texts recalled in this Preamble, and in the annex to this recommendation,

Conscious that the phenomenon frequently known as the 'brain drain' of scientific researchers has in the past caused widespread anxiety, and that to certain Member States it continues to be a matter of considerable preoccupation; having present in mind, in this respect, the paramount needs of the developing countries; and desiring accordingly to give scientific researchers stronger reasons for serving in countries and areas which stand most in need of their services,

Convinced that similar questions arise in all countries with regard to the status of scientific researchers and that these questions call for the adoption of the common approaches and so far as

practicable the application of the common standards and measures which it is the purpose of this recommendation to set out,

However, taking fully into account, in the adoption and application of this recommendation, the great diversity of the laws, regulations and customs which, in different countries, determine the pattern and organization of research work and experimental development in science and technology,

Desiring for these reasons to complement the standards and recommendations set out in the laws and decrees of every country and sanctioned by its customs and those contained in the international instruments and other documents referred to in this Preamble and in the annex to this recommendation, by provisions relating to questions of central concern to scientific researchers,

Having before it, as item 26 of the agenda of the session, proposals concerning the status of scientific researchers,

Having decided, at its seventeenth session, that these proposals should take the form of a recommendation to Member States,

Adopts this recommendation this twentieth day of November 1974.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required to apply within their respective territories the principles and norms set forth on this recommendation.

The General Conference recommends that Member States should bring this recommendation to the attention of the authorities, institutions and enterprises responsible for the conduct of research and experimental development and the application of its results, and of the various organizations representing or promoting the interests of scientific researchers in association, and other interested parties.

The General Conference recommends that Member States should report to it, on dates and in a manner to be determined by it, on the action they have taken to give effect to this recommendation.

I. Scope of application

1. For the purposes of this recommendation:

- (a) (i) The word 'science' signifies the enterprise whereby mankind, acting individually or in small or large groups, makes an organized attempt, by means of the objective study of observed phenomena, to discover and master the chain of causalities; brings together in a co-ordinated form the resultant subsystems of knowledge by means of systematic reflection and conceptualization, often largely expressed in the symbols of mathematics; and thereby furnishes itself with the opportunity of using, to its own advantage, understanding of the processes and phenomena occurring in nature and society;
- (ii) The expression 'the sciences' signifies a complex of fact and hypothesis, in which the theoretical element is normally capable of being validated, and to that extent includes the sciences concerned with social facts and phenomena;
- (b) The word 'technology' signifies such knowledge as relates directly to the production or improvement of goods or services;
- (c) (i) The expression 'scientific research' signifies those processes of study, experiment, conceptualization and theory-testing involved in the generation of scientific knowledge, as described in paragraphs 1(a)(i) and 1(a)(ii) above;
- (ii) The expression 'experimental development' signifies the processes of adaptation, testing and refinement which lead to the point of practical applicability;
- (d) (i) The expression 'scientific researchers' signifies those persons responsible for investigating a specific domain in science or technology;
- (ii) On the basis of the provisions of this recommendation, each Member State may determine the criteria for inclusion in the category of persons recognized as scientific researchers (such as possession of diplomas, degrees, academic titles or functions), as well as the exceptions to be allowed for;

Recommendations

- (e) The word 'status' as used in relation to scientific researchers signifies the standing or regard accorded them, as evidenced, first, by the level of appreciation both of the duties and responsibilities inherent in their function and of their competence in performing them, and, secondly, by the rights, working conditions, material assistance and moral support which they enjoy for the accomplishment of their task.
2. This recommendation applies to all scientific researchers, irrespective of:
 - (a) the legal status of their employer, or the type of organization or establishment in which they work;
 - (b) their scientific or technological fields of specialization;
 - (c) the motivation underlying the scientific research and experimental development in which they engage;
 - (d) the kind of application to which that scientific research and experimental development relates most immediately.
3. In the case of scientific researchers performing scientific research and experimental development on a part-time basis, this recommendation applies to them only at such times and in such contexts as they are engaged upon the activity of scientific research and experimental development.

II. Scientific researchers in the context of national policy-making

4. Each Member State should strive to use scientific and technological knowledge for the enhancement of the cultural and material well-being of its citizens, and to further the United Nations ideals and objectives. To attain this objective, each Member State should equip itself with the personnel, institutions and mechanisms necessary for developing and putting into practice national science and technology policies aimed at directing scientific research and experimental development efforts to the achievement of national goals while according a sufficient place to science per se. By the policies they adopt in respect of science and technology, by the way in which they use science and technology in policy-making generally, and by their treatment of scientific researchers in particular, Member States should demonstrate that science and technology are not activities to be carried on in isolation but part of the nations' integrated effort to set up a society that will be more humane and really just.
5. At all appropriate stages of their national planning generally, and of their planning in science and technology specifically, Member States should:
 - (a) treat public funding of scientific research and experimental development as a form of public investment the returns on which are, for the most part, necessarily long term;
 - (b) take all appropriate measures to ensure that the justification for, and indeed the indispensability of such expenditure is held constantly before public opinion.
6. Member States should make every effort to translate into terms of international policies and practices, their awareness of the need to apply science and technology in a great variety of specific fields of wider than national concern: namely, such vast and complex problems as the preservation of international peace and the elimination of want and other problems which can only be effectively tackled on an international basis, such as pollution monitoring and control, weather forecasting and earthquake prediction.
7. Member States should cultivate opportunities for scientific researchers to participate in the outlining of national scientific research and experimental development policy. In particular, each Member State should ensure that these processes are supported by appropriate institutional mechanisms enjoying adequate advice and assistance from scientific researchers and their professional organizations.
8. Each Member State should institute procedures adapted to its needs for ensuring that, in the performance of publicly supported scientific research and experimental development, scientific researchers respect public accountability while at the same time enjoying the degree of autonomy appropriate to their task and to the advancement of science and technology. It should be fully taken into account that creative activities of scientific researchers should be promoted in the national science policy on the basis of utmost respect for the autonomy and freedom of research necessary to scientific progress.

9. With the above ends in view, and with respect for the principle of freedom of movement of scientific researchers, Member States should be concerned to create that general climate, and to provide those specific measures for the moral and material support and encouragement of scientific researchers, as will:
- (a) ensure that young people of high calibre find sufficient attraction in the vocation, and sufficient confidence in scientific research and experimental development as a career offering reasonable prospects and a fair degree of security, to maintain a constantly adequate regeneration of the nation's scientific and technological personnel;
 - (b) facilitate the emergence and stimulate the appropriate growth, among its own citizens, of a body of scientific researchers regarding themselves and regarded by their colleagues throughout the world as worthy members of the international scientific and technological community;
 - (c) encourage a situation in which the majority of scientific researchers or young people who aspire to become scientific researchers are provided with the necessary incentives to work in the service of their country and to return there if they seek some of their education, training or experience abroad.

III. The initial education and training of scientific researchers

10. Member States should have regard for the fact that effective scientific research calls for scientific researchers of integrity and maturity, combining high moral and intellectual qualities.
11. Among the measures which Member States should take to assist the emergence of scientific researchers of this high calibre are:
- (a) ensuring that, without discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, all citizens enjoy equal opportunities for the initial education and training needed to qualify for scientific research work, as well as ensuring that all citizens who succeed in so qualifying enjoy equal access to available employment in scientific research;
 - (b) encouragement of the spirit of community service as an important element in such education and training for scientific workers.
12. So far as is compatible with the necessary and proper independence of educators, Member States should lend their support to all educational initiatives designed to foster that spirit, such as:
- (a) the incorporation or development, in the curricula and courses concerning the natural sciences and technology, of elements of social and environmental sciences;
 - (b) the development and use of educational techniques for awakening and stimulating such personal qualities and habits of mind as:
 - (i) disinterestedness and intellectual integrity;
 - (ii) the ability to review a problem or situation in perspective and in proportion, with all its human implications;
 - (iii) skill in isolating the civic and ethical implications, in issues involving the search for new knowledge and which may at first sight seem to be of a technical nature only;
 - (iv) vigilance as to the probable and possible social and ecological consequences of scientific research and experimental development activities;
 - (v) willingness to communicate with others not only in scientific and technological circles but also outside those circles, which implies willingness to work in a team and in a multi-occupational context.

IV. The vocation of the scientific researcher

13. Member States should bear in mind that the scientific researchers' sense of vocation can be powerfully reinforced if he is encouraged to think of his work in terms of service both **to** his fellow countrymen and to his fellow human beings in general. Member States should seek, in their treatment of and attitude towards scientific researchers, to express encouragement for scientific research and experimental development performed in this broad spirit of community service.

The civic and ethical aspect of scientific research

14. Member States should seek to encourage conditions in which scientific researchers, with the support of the public authorities, have the responsibility and the right:
- (a) to work in a spirit of intellectual freedom to pursue, expound and defend the scientific truth as they see it;
 - (b) to contribute to the definition of the aims and objectives of the programmes in which they are engaged and to the determination of the methods to be adopted which should be humanely, socially and ecologically responsible;
 - (c) to express themselves freely on the human, social or ecological value of certain projects and in the last resort withdraw from those projects if their conscience so dictates;
 - (d) to contribute positively and constructively to the fabric of science, culture and education in their own country, as well as to the achievement of national goals, the enhancement of their fellow citizens' well-being, and the furtherance of the international ideals and objectives of the United Nations;
- it being understood that Member States, when acting as employers of scientific researchers, should specify as explicitly and narrowly as possible the cases in which they deem it necessary to depart from the principles set out in paragraphs (a) to (d) above.
15. Member States should take all appropriate steps to urge all other employers of scientific researchers to follow the recommendations contained in paragraph 14.

The international aspect of scientific research

16. Member States should recognize that scientific researchers encounter, with increasing frequency, situations in which the scientific research and experimental development on which they are engaged has an international dimension; and should endeavour to assist scientific researchers to exploit such situations in the furtherance of international peace, co-operation and understanding, and the common welfare of mankind.
17. Member States should in particular provide all possible support to the initiatives of scientific researchers undertaken in search of improved understanding of factors involved in the survival and well-being of mankind as a whole.
18. Each Member State should enlist the knowledge, industry and idealism of those of its citizens who are scientific researchers, especially of the younger generation, in the task of furnishing as generous a contribution as its resources can permit to the world's scientific and technological research effort. Member States should welcome all the advice and assistance scientific researchers can provide, in socio-economic development efforts that will contribute to the consolidation of an authentic culture and of national sovereignty.
19. In order that the full potentialities of scientific and technological knowledge be promptly geared to the benefit of all peoples, Member States should urge scientific researchers to keep in mind the principles set out in paragraphs 16, 17 and 18.

V. Conditions for success on the part of scientific researchers

20. Member States should:
- (a) bear in mind that the public interest, as well as that of scientific researchers, requires moral support and material assistance conducive to successful performance in scientific research and experimental development by scientific researchers;
 - (b) recognize that in this respect they have, as employers of scientific researchers, a leading responsibility and should attempt to set an example to other employers of such researchers;
 - (c) urge all other employers of scientific researchers to pay close attention to the provision of satisfactory working conditions for scientific researchers, notably in respect of all the provisions of the present section;
 - (d) ensure that scientific researchers enjoy conditions of work and pay commensurate with their status and performance without discrimination on the basis of sex, language, age, religion or national origin.

Adequate career development prospects and facilities

21. Member States should draw up, preferably within the framework of a comprehensive national manpower policy, policies in respect of employment which adequately cover the needs of scientific researchers, in particular by:
- (a) providing scientific researchers in their direct employment with adequate career development prospects and facilities though not necessarily exclusively in the fields of scientific research and experimental development: and encouraging non-governmental employers to do likewise;
 - (b) making every effort to plan scientific research and experimental development in such a way that the scientific researchers concerned are not subjected, merely by the nature of their work, to avoidable hardship;
 - (c) considering the provision of the necessary funds for facilities for readaptation and redeployment in respect of the scientific researchers in their permanent employ, as an integral part of scientific research and experimental development planning, especially, but not exclusively, in the case of programmes or projects designed as limited duration activities; and where these facilities are not possible, by providing appropriate compensatory arrangements;
 - (d) offering challenging opportunities for young scientific researchers to do significant scientific research and experimental development, in accordance with their abilities.

Permanent self re-education

22. Member States should seek to encourage that:
- (a) like other categories of workers facing similar problems, scientific researchers enjoy opportunities for keeping themselves up to date in their own and in related subjects, by attendance at conferences, by free access to libraries and other sources of information, and by participation in educational or vocational courses; and where necessary, scientific researchers should have the opportunity to undergo further scientific training with a view to transferring to another branch of scientific activity;
 - (b) appropriate facilities are provided for this purpose.

Mobility in general and the civil service in particular

23. Member States should take measures to encourage and facilitate, as part of a comprehensive national policy for highly qualified manpower, the interchange or mobility of scientific researchers as between scientific research and experimental development service in the government and in the higher education and productive enterprise contexts.
24. Member States should also bear in mind that the machinery of government at all levels can benefit from the special skills and insights provided by scientific researchers. All Member States could therefore profitably benefit from a careful comparative examination of the experience gained in those Member States which have introduced salary scales and other conditions of employment specially designed for scientific researchers, with a view to determining to what extent such schemes would help meet their own national needs. Matters which appear to require particular attention in this respect are:
- (a) optimum utilization of scientific researchers within the framework of a comprehensive national policy for highly qualified manpower;
 - (b) the desirability of providing procedures with all the necessary guarantees allowing for the periodic review of the material conditions of scientific researchers to ensure that they remain equitably comparable with those of other workers having equivalent experience and qualifications and in keeping with the country's standard of living;
 - (c) the possibility of providing adequate career development prospects in public research bodies; as well as the need to give scientifically or technologically qualified researchers the option of transferring from scientific research and experimental development positions to administrative positions.
25. Member States should furthermore turn to advantage the fact that science and technology can be stimulated by close contact with other spheres of national activity, and vice versa. Member

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States should accordingly take care not to discourage scientific researchers whose predictions and talents, initially cultivated in the scientific research and experimental development context proper, lead them to progress into cognate activities. Member States should on the contrary be vigilant to encourage those scientific researchers, whose original scientific research and experimental development training and subsequently acquired experience reveal potentialities lying in such fields as management of scientific research and experimental development or the broader field of science and technology policies as a whole, to develop to the full their talents in these directions.

Participation in international scientific and technological gatherings

26. Member States should actively promote the interplay of ideas and information among scientific researchers throughout the world, which is vital to the healthy development of science and technology; and to this end should take all measures necessary to ensure that scientific researchers are enabled, throughout their careers, to participate in international scientific and technological gatherings and to travel abroad.
27. Member States should furthermore see to it that all governmental or quasi-governmental organizations in which or under whose authority scientific research and experimental development are performed, regularly devote a portion of their budget to financing the participation at such international scientific and technological gatherings, of scientific researchers in their employ.

Access by scientific researchers to positions of greater responsibility with corresponding rewards

28. Member States should encourage in practice that decisions as to access by scientific researchers in their employ to positions of greater responsibility and correspondingly higher rewards, are formulated essentially on the basis of fair and realistic appraisal of the capacities of the persons concerned, as evidenced by their current or recent performances, as well as on the basis of formal or academic evidence of knowledge acquired or skills demonstrated by them.

Protection of health; social security

29. (a) Member States should accept that, as employers of scientific researchers, the onus is on them-in accordance with national regulations, and the international instruments concerned with the protection of workers in general from hostile or dangerous environments-to guarantee so far as is reasonably possible the health and safety of the scientific researchers in their employ, as of all other persons likely to be affected by the scientific research and experimental development in question. They should accordingly ensure that the managements of scientific establishments enforce appropriate safety standards; train all those in their employ in the necessary safety procedures; monitor and safeguard the health of all persons at risk; take due note of warnings of new (or possible new) hazards brought to their attention, in particular by the scientific researchers themselves, and act accordingly; ensure that the working day and rest periods are of reasonable length, the latter to include annual leave on full pay;
- (b) Member States should take all appropriate steps to urge like practices on all other employers of scientific researchers.
30. Member States should ensure that provision is made for scientific researchers to enjoy (in common with all other workers) adequate and equitable social security arrangements appropriate to their age, sex, family situation, state of health and to the nature of the work they perform.

Promotion, appraisal, expression and recognition of creativity

Promotion

31. Member States should be actively concerned to stimulate creative performance in the field of science and technology by all scientific researchers.

Appraisal

32. Member States should, as regards scientific researchers in their employ:
- (a) take due account, in all procedures for appraisal of the creativity of scientific researchers, of the difficulty inherent in measuring a personal capacity which seldom manifests itself in a constant and unfluctuating form;
 - (b) enable, and as appropriate encourage scientific researchers in whom it appears this capacity might be profitably stimulated:
 - (i) either to turn to a new field of science or technology;
 - (ii) or else to progress from scientific research and experimental development to other occupations in which the experience they have acquired and the other personal qualities of which they have given proof can be put to better use in a new context.
33. Member States should urge like practices upon other employers of scientific researchers.
34. As elements pertinent to appraisal of creativity, Member States should seek to ensure that scientific researchers may:
- (a) receive without hindrance the questions, criticisms and suggestions addressed to them by their colleagues throughout the world, as well as the intellectual stimulus afforded by such communications and the exchanges to which they give rise;
 - (b) enjoy in tranquillity international acclaim warranted by their scientific merit.

Expression by publication

35. Member States should encourage and facilitate publication of the results obtained by scientific researchers, with a view to assisting them to acquire the reputation which they merit as well as with a view to promoting the advancement of science and technology, education and culture generally.
36. To this end, Member States should ensure that the scientific and technological writings of scientific researchers enjoy appropriate legal protection, and in particular the protection afforded by copyright law.
37. Member States should, in consultation with scientific researchers' organizations and as a matter of standard practice, encourage the employers of scientific researchers, and themselves as employers seek:
- (a) to regard it as the norm that scientific researchers be at liberty and encouraged to publish the results of their work;
 - (b) to minimize the restrictions placed upon scientific researchers' right to publish their findings, consistent with public interest and the right of their employers and fellow workers;
 - (c) to express as clearly as possible in writing in the terms and conditions of their employment the circumstances in which such restrictions are likely to apply;
 - (d) similarly, to make clear the procedures by which scientific researchers can ascertain whether the restrictions mentioned in this paragraph apply in a particular case and by which he can appeal.

Recognition

38. Member States should demonstrate that they attach high importance to the scientific researcher's receiving appropriate moral support and material compensation for the creative effort which is shown in his work.
39. Accordingly, Member States should:
- (a) bear in mind that:
 - (i) the degree to which scientific researchers receive credit for and acknowledgement of their proven creativity, may affect their level of perceived job satisfaction;
 - (ii) job satisfaction is likely to affect performance in scientific research generally, and may affect specifically the creative element in that performance;
 - (b) adopt, and urge the adoption of, appropriate treatment of scientific researchers with respect to their proven creative effort.
40. Similarly, Member States should adopt, and urge the adoption of, the following standard practices:
- (a) written provisions to be included in the terms and conditions of employment of scientific

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researchers, stating clearly what rights (if any) belong to them (and, where appropriate, other interested parties) in respect of any discovery, invention, or improvement in technical know-how which may arise in the course of the scientific research and experimental development which those researchers undertake;

- (b) the attention of scientific researchers to be always drawn by the employer to such written provisions before the scientific researchers enter employment.

Reasonable flexibility in the interpretation and application of texts setting out the terms and conditions of employment of scientific researchers

41. Member States should seek to ensure that the performance of scientific research and experimental development be not reduced to pure routine. They should therefore see to it that all texts setting out terms of employment for, or governing the conditions of work of scientific researchers, be framed and interpreted with all the desirable flexibility to meet the requirements of science and technology. This flexibility should not however be invoked in order to impose on scientific researchers conditions that are inferior to those enjoyed by other workers of equivalent qualifications and responsibility.

The advancement of their various interests by scientific researchers in association

42. Member States should recognize it as wholly legitimate, and indeed desirable, that scientific researchers should associate to protect and promote their individual and collective interests, in bodies such as trade unions, professional associations and learned societies, in accordance with the rights of workers in general and inspired by the principles set out in the international instruments listed in the annex to this recommendation. In all cases where it is necessary to protect the rights of scientific researchers, these organizations should have the right to support the justified claims of such researchers.

VI. Utilization and exploitation of the present recommendation

43. Member States should strive to extend and complement their own action in respect of the status of scientific researchers, by co-operating with all national and international organizations whose activities fall within the scope and objectives of this recommendation, in particular National Commissions for Unesco; international organizations; organizations representing science and technology educators; employers generally; learned societies, professional associations and trade unions of scientific researchers; associations of science writers; youth organizations.
44. Member States should support the work of the bodies mentioned above by the most appropriate means.
45. Member States should enlist the vigilant and active co-operation of all organizations representing scientific researchers, in ensuring that the latter may, in a spirit of community service, effectively assume the responsibilities, enjoy the rights and obtain the recognition of the status described in this recommendation.

VII. Final provision

46. Where scientific researchers enjoy a status which is, in certain respects, more favourable than that provided for in this recommendation, its terms should not be invoked to diminish the status already acquired.

Annex. International instruments and other texts concerning workers in general or scientific researchers in particular

A. International conventions

Adopted by the International Conference of the International Labour Organisation: the Freedom of Association and Protection of the Right to Organize Convention, 1948; the Right to Organize and Collective Bargaining Convention, 1949; the Equal Remuneration Convention, 1951; the Social Security (Minimum Standards) Convention, 1952; the Discrimination (Employment and Occupation) Convention, 1958; the Radiation Protection Convention, 1960; the Employment Injury Benefits Convention, 1964; the Invalidity, Old-Age and Survivors' Benefits Convention, 1967; the Medical Care and Sickness Benefits Convention, 1969; the Benzene Convention, 1971.

B. Recommendations

Adopted by the International Conference of the International Labour Organisation: the Collective Agreements Recommendation, 1951; the Voluntary Conciliation and Arbitration Recommendation, 1951; the Radiation Protection Recommendation, 1960; the Consultation (Industrial and National Levels) Recommendation, 1960; the Employment Injury Benefits Recommendation, 1964; the Invalidity, Old-Age and Survivors' Benefits Recommendation, 1967; the Communication within the Undertaking Recommendation, 1967; the Examination of Grievances Recommendation, 1967; the Medical Care and Sickness Benefits Recommendation, 1969; the Workers' Representatives Recommendation, 1971; the Benzene Recommendation, 1971.

C. Other intergovernmental initiatives

Resolution 1826 adopted by the United Nations Economic and Social Council on 10 August 1973

at its fifty-fifth session, on the 'Role of modern science and technology in the development of nations and the need to strengthen economic, technical and scientific co-operation among States'; the World Plan of Action for the Application of Science and Technology to Development, drawn up under the auspices of the same Council; the Declaration of the United Nations Conference on the Human Environment, proclaimed at Stockholm in June 1972.

D. Prepared by the World Intellectual Property Organization (WIPO)

Model Law for Developing Countries on Inventions, 1965.

E. Prepared by the International Council of Scientific Unions (ICSU)

Texts entitled: I. Statement on the fundamental character of science; II. Charter for scientists; III. On the dangers arising from unbalanced applications of the powers given by science; prepared by ICSU's Committee on Science and its Social Relations (CSSR) and transmitted to all members of ICSU at the request of ICSU's General Assembly (5th session, 1949). Resolution on free circulation of scientists adopted by the 14th session of the ICSU General Assembly, Helsinki, 16-21 September 1972.

F. Prepared by the World Federation of Scientific Workers (WFSW)

Charter for scientific workers adopted by the WFSW General Assembly, February 1948. Declaration on the rights of scientific workers adopted by the WFSW General Assembly, April 1969.

국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한
교육 권고

(Recommendation concerning Education for International Understanding,
Cooperation and Peace and Education relating to Human Rights and
Fundamental Freedoms)

1974년 11월 19일 제18차 유네스코 총회에서 채택

국제이해, 협력, 평화를 위한 교육과 인권, 기본 자유에 관한 교육 권고

1974년 10월 17일에서 11월 23일까지 파리에서 제 18차 유네스코 총회를 열고,

국제 이해, 협력과 평화, 그리고 인권과 기본 자유에 대한 존엄성을 증진키 위해 유엔 헌장, 유네스코 헌장, 세계인권 선언, '전쟁 피해자 보호를 위한 제네바 협정 (1949년 8월 12일)'에 명시한 목적을, 교육을 통해 이루는 것이 각국 책임임을 명심하고,

회원국의 정의, 자유, 인권 및 평화 진흥을 위한 모든 사람의 교육을 보장하려는 어떠한 활동도 격려, 지지하는 것이 유네스코의 책임임을 재확인하며,

그런데도 유네스코와 그 회원국 활동은 점점 늘어나고 있는 취학 아동과 학생, 젊은이 그리고 계속 교육받고 있는 성인과 교육자 중 오직 소수에게만 영향을 주고 있으며, 국제 교육의 교과 과정과 방법이 여기에 참여하는 젊은이와 성인 요구와 열망에 일치하지 않을 때도 있다는 점에 유의하며,

더욱이 많은 경우에 공포한 이상이나 선언한 의도와 실제 상황 사이에는 아직도 현격한 차이가 존재하고 있음을 유의하고,

제 17차 총회에서 이러한 교육을 회원국에게 권고할 주제로 삼기로 결정한 바,

1974년 11월 19일 본 권고를 채택한다.

총회는 회원국이 각국 헌법 관례에 어긋나지 않는 범위에서 본 권고가 규정한 원리를 각국 영토 안에서 실현하는데 필요한 모든 법적 및 기타 조치를 취해 다음 조항을 적용할 것을 권고한다.

총회는 회원국이 초등 교육, 고등 교육, 학교 밖 교육을 맡고 있는 관계 당국이나 부처, 예컨대 학생운동과 청년 운동, 학생, 부모, 교사 연합과 기타 이익 집단처럼 젊은이와 성인 교육에 관계 있는 여러 단체가 본 권고에 관심을 갖도록 해줄 것을 권고한다.

총회는 회원국이 본 권고를 이행하느라 벌인 활동에 관해 총회가 결정한 양식에 맞춰 보고서를 작성, 날짜에 맞춰 총회에 제출할 것을 권고한다.

I. 용어의 의미

1. 본 권고 목적상:

(가) '교육'이란 그것을 통해 개인과 사회 집단이 국내 및 국제 사회 안에서 그리고 그러한 사회를 위해 자기의 개인적 능력, 태도, 적성 및 지식 전반을 의식적으로 개발해 나가는 모든 사회 생활과정을 의미한다. 이 과정은 어떤 특정한 활동에 한정되지 않는다.

(나) '국제이해', '협력' 및 '평화'는 분리될 수 없는 전체로서, 사회적, 정치적 제도가 서로 다른 민족과 국가간 우호주의와 인권 및 기본 자유의 존중을 토대로 하는 것이라고 간주할 수 있다. 본 권고에서는 이들 용어에 함축된 서로 다른 의미가 합쳐져 때때로 '국제교육'이라고 간결하게 표현하기도 한다.

(다) '인권'과 '기본 자유'는 유엔 헌장, 세계인권선언, 경제, 사회, 문화적 권리와 시민 및 정치적 권리에 관한 국제 규약이 정의한 것과 같다.

II. 범위

2. 본 권고는 모든 교육 단계에 적용된다.

III. 기본원칙

3. 유엔 헌장, 유네스코 헌장, 세계인권선언, 그 중에서도 특히 세계인권선언 제 26조 2항, "교육은 개성을 충분히 발달케 하고 인권 및 기본 자유에 대한 존중심을 높이는 방향으로 나가야 한다. 교육은 모든 국가, 인종 또는 종교 집단의 이해와 관용과 우의를 촉진하고 또 평화 유지를 위한 유엔 활동을 더욱 촉진해야 한다."에 명시한 목적과 의도를 교육에 붙여넣어야 한다.

4. 모든 사람이 위 3항에 언급된 목적 달성에 능동적으로 기여케 하고, 개인 및 지역 사회 생활과 기본 권리 및 자유 행사에 영향을 주는 세계 문제 해결에 필요한 국제 연대와 협력을 촉진하려면 다음 목표를 교육 정책의 주요 지침으로 삼아야 한다:

(가) 모든 수준 및 모든 형식의 교육에 국제 차원과 세계적 시각에서 접근;

(나) 국내 민족 문화와 타민족 문화를 포함한 모든 민족, 그들의 문화, 문명, 가치와 생활 양식에 대한 이해와 존중;

(다) 민족간, 그리고 국가간 범 지구적 상호 의존 관계가 증대한다는 사실에 대한 자각;

(라) 타인과 의사 소통 능력;

(마) 개인, 사회 집단 및 국가 상호간 상대방에 대한 권리뿐만 아니라 의무에 대한 자각;

(바) 국제 연대와 협력의 필요성에 대한 이해;

(사) 사회, 국가 및 세계 전체 문제 해결에 자발적 참여;

5. 학습, 훈련, 정보 및 행동을 결합, 국제교육은 개인의 적절한 지적, 정서적 발전을 촉진해야 한다. 국제 교육은 사회적 책임감과 소외 집단의 연대감을 발전시켜야 하며, 일상 활동에 평등 원칙을 준수하도록 해야 한다. 교육은 또 개인에게 국가 및 국제 차원의 문제를 비판적으로 이해할 수 있는 자질과 적성과 능력을 개발하고, 사실과 의견과 사상을 이해하고 설명하며, 집단 활동을 할 수 있으며, 자유로운 토론을 인정하고 또 거기에 참여할 수 있으며, 어떤 토론에도 적용되는 기본 의사 규칙을 준수하고, 관련 있는 사실과 요인을 합리적 분석해 그에 따라 가치 판단과 결정을 내리도록 하는데 도움을 줘야 한다.

6. 교육은, 세력 확대와 침략과 지배를 위해 전쟁 수단을 사용하거나 억압을 위해 무력과 폭력을 사용할 수 없다고 특히 강조해야 하며, 모든 개인에게 평화를 유지할 책임을 인식하고 또 그 책임을 지도록 해야 한다. 교육은 국제 이해와 세계 평화 증진에 기여해야 하고, 모든 종류의 식민주의와 신식민주의, 모든 형식의 인종주의와 파시즘과 인종 차별 정책 및 이 권고의 취지에 반하는, 그리고 민족적, 인종적 증오를 부추키는 기타 이데올로기에 반대하는 투쟁 활동에 이바지해야 한다.

IV. 국가 정책, 기획 및 행정

7. 각 회원국은 모든 형식의 교육 효율성을 증대하며, 그 형식을 강화해 국제 이해와 협력, 정의로운 평화 유지와 발전, 사회 정의 확립, 인권과 기본 자유 존중과 적용, 그리고 편견, 오해, 불평등 및 본 권고의 목적 달성을 방해하는 모든 형태의 불의를 근절하는데 더욱 기여하려는 국가 정책을 세워 적용해야 한다.

8. 회원국은 국가위원회와 협력해 관계 부처간 협력을 보장하고, 국제 교육에 일관된 행동 계획을 세우고 이행하기 위한 그들 노력을 조정할 수 있도록 조치해야 한다.

9. 회원국은 자국 헌법 조항과 일치하는 범위 안에서 본 권고를 이행하는데 필요한 재정적, 행정적, 물질적, 정신적 지원을 해야 한다.

V. 학습, 훈련, 행동의 상세한 측면

윤리적, 시민적 측면

10. 회원국은 학습 및 훈련 과정에서 국가 및 국민간 상호 의존 및 평등에 기초를 둔 태도와 행동을 강화, 개발해야 한다.

11. 회원국은 세계인권선언과 '모든 형식의 인종 차별 근절에 관한 국제 협약' 원칙을 모든 차원과 형식의 일일 교육 지침에 적용해 모든 어린이, 청소년, 장년 또는 성인에게 개성을 개발하는 데 없어서는 안될 요소가 되도록 보장해야 하고, 그렇게 함으로써 개인에게 교육 쇄신과 확대가 의도한 방향으로 진행되는 데 직접 이바지할 수 있도록 해야 한다.

12. 회원국은 학생, 부모, 관련 단체 및 지역 사회와 협력해 교육자에게 어린이와 청소년의 창조적 상상력과 그들의 사회적 활동을 불러일으키는 방법을 사용하게 함으로써 어린이와 청소년이 타인의 권리를 인정하고 존중하면서 그들의 권리와 자유를 행사하고, 각자 맡은 사회적 의무를 수행할 수 있도록 준비를 갖추게 해야 한다.

13. 회원국은 모든 교육 단계에서 적극적인 시민 훈련을 촉진, 모든 개인이 공공기관의 일과 활동 방식에 대한 지식을 획득할 수 있게 하고, 결과적으로 기본 문제를 해결하는 절차를 익히게 해 지역 사회의 문화 생활과 공공 사업에 참여할 수 있도록 해야 한다. 가능하다면, 어디서든지 이러한 참여는 교육과 행동의 연계를 증대해 지역, 국가 그리고 국제 차원의 모든 문제를 해결해 나가야 한다.

14. 교육은 국가간 모순과 긴장의 기저를 이루는 경제적, 정치적 성격을 띤 역사적, 현실적 요인에 대한 비판적 분석과 함께 오늘날 이해와 진정한 국제 협력 그리고 세계 평화 발전에 실제로 장애가 되는 이러한 모순을 극복하는 방법도 연구해야 한다.

15. 교육은 국민의 진정한 이익을 강조해야 함과 아울러 이러한 이익은, 착취하고 전쟁을 도발하는 독점적인 경제, 정치 권력 집단의 이익과는 양립할 수 없음을 강

조해야 한다.

16. 연구나 교육 체제 조직에 학생이 참여하는 것을 그 자체가 시민 교육의 일부이자 국제 교육에 중요한 한 요소로 간주해야 한다.

문화적 측면

17. 회원국은 회원국간의 차이를 상호 존중하고 더 잘 이해하기 위해 여러 교육 단계와 유형에서 서로 다른 문화, 상호 영향, 서로의 시각과 생활 방식에 대한 연구를 촉진해야 한다. 이러한 연구에서는 무엇보다도 외국어, 외국 문명과 문화 유산에 대한 교육을 국제 이해 및 문화간 이해를 증진하는 수단으로 중시해야 한다.

주요 인류 문제에 대한 연구

18. 교육은 인간 생존과 복지에 영향을 미치는 모든 주요 문제를 굳히고 악화하는 상황 - 불평등, 불의 또는 무력 사용을 토대로 한 국제 관계 - 을 근절하고, 또한 그러한 문제를 해결하는 데 도움이 될 수 있는 국제적 협력 수단을 모색해야 한다. 이런 점에서 반드시 학제적 성격을 지녀야 할 교육은 다음과 같은 문제점과 관련이 있어야 한다:

(가) 인민 권리의 평등과 그들의 자결권;

(나) 평화 유지; 여러 형태의 전쟁과 그 원인 및 결과; 비무장; 과학과 기술을 전쟁 목적으로 이용치않고, 평화와 진보를 위해 이용; 국가간의 경제적, 문화적, 정치적 관계의 특성과 영향 그리고 그러한 관계, 특히 평화 유지를 위한 국제법의 중요성;

(다) 난민의 인권을 포함한 인권 행사와 준수를 보장해 주는 행동; 인종 차별과 그 근절; 여러 형태의 차별에 대한 투쟁;

(라) 경제 성장 및 사회 발전 그리고 사회 정의 관계; 식민주의와 탈식민주의화; 개발도상국에 대한 원조 방법과 수단; 문맹에 대한 투쟁; 질병과 기아에 대한 투쟁; 생활의 질을 높이고 최고 수준의 건강을 달성하기 위한 투쟁; 인구 증가와 그에 관계 있는 문제;

(마) 자연 자원 이용, 관리, 보존 그리고 환경 오염;

(바) 인류 문화유산 보존;

(사) 이러한 문제를 해결하기 위한 유엔의 역할 및 활동 방식과 유엔 활동을 강화, 촉진할 수 있는 가능성.

19. 국제 관계에 수반되는, 점점 더 다양해지는 의무와 책임을 수행하는데 직접 관계가 있는 학문과 과학 연구를 발전시키기 위해 조치해야 한다.

기타 측면

20. 회원국은 교육 당국과 교육자에게 교육이 이 권고에 따라 인권의 적용과 국제 협력에 관계 있는 복잡한 쟁점에 적합한 간학문적이고, 문제 지향적이며, 교육 그 자체가 상호 영향, 상호 지원 및 연대의 이상을 보여주도록 계획할 것을 격려한다. 이러한 프로그램은 충분한 조사, 실험 및 각각 교육 목적의 확인을 그 토대로 해야 한다.

21. 회원국은 국제교육 활동이, 예컨대 교육받을 기회가 명백하게 불평등한 곳에서 처럼 특별히 미묘하거나 폭발적인 사회 문제를 포함하는 상황에서 실행될 때는 특별한 관심과 수단이 허용될 수 있도록 보장해 주려고 노력해야 한다.

VI. 교육의 여러 부문 활동

22. 모든 교육 단계와 모든 형식에서 국제적 및 문화간 성격을 개발하고 고취할 수 있도록 노력을 증대해야 한다.

23. 회원국은 유네스코 협조로 국제교육 프로그램을 실시하는 협동 학교의 경험을 활용해야 한다. 회원국에서 협동 학교 사업에 관련을 맺고 있는 기관은 그 사업을 다른 교육 기관에 확대할 수 있도록 더욱 노력해야 하고 그 결과를 교육 전반에 적용하도록 해야 한다. 다른 회원국에서도 가능한 한 조속히 이와 비슷한 조치를 취해야 한다. 국제교육 프로그램을 성공적으로 수행한 다른 교육 기관의 경험이 있다면 그것도 연구해 보급해야 한다.

24. 취학 전 교육이 발전함에 따라 회원국은 이 권고의 취지에 상응할 수 있는 활동들을 취학 전 교육에서 장려해야 한다. 이는 예컨대 인종에 대한 태도 같은 기본적인 태도가 취학 이전 시기에 형성되는 경우가 흔하기 때문이다. 이런 점에서 부모의 태도는 어린이 교육에 빼놓을 수 없는 한 인자로 생각해야 하며, 따라서 아래 30항에 언급된 성인 교육은 취학 전 교육에서 부모의 역할을 준비하는 데 특별히 주의를 기울여야 한다. 초등 교육을 독자적인 성격과 가치를 가지는 하나의 사회적 환경으로 기획 조정해야 하며, 그러한 환경에서 게임을 포함한 여러 상황을 통해 어린이는 자신의 권리를 자각하고 자유롭게 자기 주장을 펴며, 한편으로는 자기 책임을 받아들이고, 또 직접 경험을 통해 자기가 점점 더 큰 사회 - 가정, 학교, 지역 사회, 국가, 그리고 세계 사회 - 에 속한다는 소속감을 향상, 확대할 수 있도록 해야 한다.

25. 회원국은 교사와 학생은 물론 관계 당국으로 하여금 고등 교육 및 대학 교육이 본 권고의 목적 달성에 더욱 충분히 기여하게끔 정기적으로 재검토하도록 한다.

26. 고등 교육은 모든 학생들을 위한 시민 훈련과 학습 활동으로 이루어져야 한다. 그러한 훈련과 활동을 통해 학생은 그들이 해결에 도움을 주어야 할 주요 문제에 관한 자기 지식을 더욱 분명하게 하고, 그러한 문제 해결을 겨냥한 직접적이고도 지속적인 활동 가능성을 제공하며, 또한 국제적 협동심을 키울 것이다.

27. 고등 교육 기관, 특히 대학교가 점점 더 많은 사람에게 봉사하게 됨에 따라 고등 교육 기관은 국제 교육 프로그램을 평생 교육이라는 광범위한 기능의 일부로 수행해야 하며, 모든 교육에서 범지구적인 접근 방식을 채용해야 한다. 이용 가능한 모든 통신 수단을 사용해 사람들의 진정한 이익과 문제와 열망에 적합한 학습 활동의 기회와 편의를 제공해야 한다.

28. 국제협력의 연구와 실천을 발전시키기 위해 고등 교육 기관은 그들의 역할에

본질적으로 내재하는 여러 형식의 국제 활동, 예컨대 외국 교수와 학생 초빙, 교수들간 그리고 서로 다른 국가의 연구 조사반간의 전문적 협력 같은 것을 이용해야 한다. 특히, 연구와 실험 작업은 언어적, 사회적, 정서적 및 문화적 장애, 긴장, 그리고 외국 학생과 초청국 교육 기관 양자에 다같이 영향을 미치는 태도와 활동에 대해서 수행되어야 한다.

29. 전문화된 직업 훈련의 모든 단계에는, 학생들이 사회를 발전시키고 국제 협력을 촉진하며, 평화 유지와 발전에 그들과 그들의 직업이 해야 할 역할을 이해할 수 있도록 하고 또 되도록 일찍부터 그러한 역할을 적극 떠맡을 수 있도록 해주는 훈련을 포함해야 한다.

30. 성인 교육을 포함한 학교 외 교육의 목적과 형태가 어떻든지 그것들은 아래와 같은 고려 사항들을 토대로 해야 한다:

(가) 가능한 한 범세계적인 접근 방식을 모든 학교 외 교육 프로그램에 적용해야 하며, 그 프로그램에 적용해야 하고, 그 프로그램은 국제 교육에 적합한 도덕적, 시민적, 문화적, 과학적 및 기술적 요소로 구성되어야 한다;

(나) 모든 관련 집단은 매스 미디어, 독학, 상호 활동적인 학습 그리고 개인에게 적절한 지식을 전달해 주는 박물관이나 공공 도서관 같은 제도를 적절히 이용할 수 있게 하고, 그들이 적극적 자세를 취할 수 있는 우호적 태도와 자발성을 장려하며, 본 권고의 목적에 맞춰 계획한 교육캠페인 및 프로그램에 대한 지식과 이해를 전파하기 위해 노력을 결합해야만 한다.

(다) 공공 단체든 사설 단체든 모든 관련 집단은 우호적이고 유리한 상황과 기회를 이용하도록 노력해야 한다. 예컨대 청소년 센터, 클럽, 문화 센터, 지역 사회 센터나 노동조합, 젊은이 축제, 스포츠경기, 외국인이나 학생 또는 이민과 접촉, 그리고 일반인의 교류 같은 것이 그것이다.

31. 유엔을 위한 학생 및 교사 협회, 국제 관계 클럽, 유네스코 클럽과 같은 조직 설립과 발전을 지원하는 모든 조치를 해야 한다. 또 이런 조직은 국제 교육 통합 프로그램 준비 및 이행과 관계 있어야 한다.

32. 회원국은 학교 교육과 학교 외 교육의 각 단계에서 이 권고의 목적을 지향하는 모든 활동이 교육과 학습과 훈련의 여러 수준과 유형에 적합한 교과 과정 안에서 상호 조정되고 일관성 있는 전체를 형성하도록 보장해야 한다. 이 권고에 본질적으로 내재하는 협동과 연합 원리는 모든 교육 활동에 적용되어야 한다.

VII. 교사 훈련

33. 회원국은 교사 및 그밖에 교육 종사자가 이 권고의 목적을 추구하는데 그들의 역할을 확인해주고 역할을 수행할 수 있도록 준비하게 하는 방법과 수단을 끊임없이 개선해야 한다. 이러한 취지에서 회원국은 다음과 같이 조치해야 한다:

(가) 회원국은 교사에게 직무에 대한 동기를 부여해야 한다. 즉 인권 윤리와 변화하는 사회 목표를 위한 실천을 통해 인권을 실제에 적용하도록 할 것: 인류의 기본적인 단결에 대한 이해: 다양한 문화의 풍요로움이 모든 개인과 집단 또는 민족을 위해 이용될 수 있다는 것을 제대로 평가하는 능력;

(나) 회원국은 다른 수단을 포함, 세계 문제와 국제이해의 문제를 해결하는 작업을 통해 이러한 문제에 대한 기본적인 간학문적 지식을 제공해야 한다;

(다) 회원국은 교사에게 학생의 열망을 참작하고 그들과 긴밀히 협력하는 가운데 작업을 하면서 자신들이 국제 교육과 교육 시설 및 자재에 관한 프로그램을 고안하는데 적극적인 역할을 맡도록 대비하게 해야 한다;

(라) 회원국은 최소한 가장 기본적인 평가 기법, 특히 어린이, 청소년 및 성인의 사회적 행동과 태도에 적용될 수 있는 기법에서, 적극적인 교육과 훈련 방법을 이용하는 실험을 해내야 한다;

(마) 회원국은 교육 혁신을 가져오고 본인의 훈련을 계속하고자 하는 욕구와 능력, 집단 작업과 간학문적 연구에 대한 경험, 그룹 다이내믹스의 지식, 유리한 기회를 창출해 그것을 활용할 수 있는 능력과 같은 적성과 숙련 기술을 개발케 해야 한다;

(바) 회원국은 국제교육에 대한 실험, 그 중에서도 특히 다른 회원국이 실시한 혁신적인 실험도 연구해야 하며, 이와 관련 있는 담당자에게 외국 교사와 직접 접촉할 수 있는 기회를 최대한 제공해야 한다.

34. 회원국은 감독이나 지도에 관계하는 자들, 예컨대 장학사나 교육상담가, 교사 훈련 대학의 학장, 젊은이와 성인을 위한 교육 활동의 조직자에게 훈련, 정보, 조언

을 제공해 그들로 하여금 교사가 이 권고의 목적들을 위해 일하는 것을 도와주어야 한다. 회원국은 국제 문제와 관련해 젊은이의 소망을 참작하되 그것을 충족할 수 있는 새로운 교육 방식을 고려해야 한다. 그러한 취지에서 국제 교육 그리고 문화 간 교육과 관계 있는 세미나나 연수 과정을 조직해 당국과 교사를 참여케 해야 한다. 그밖에 세미나 과정을 통해서도 감독자와 교사는 여러 관련 집단, 예컨대 부모, 학생, 교사 연합과 대면할 수 있을 것이다. 교육의 역할에는 점진적이나 심오한 변화가 있어야 하기 때문에 교육 기관의 구조와 위계 체계를 개조하기 위한 실험의 결과를 훈련, 정보 및 상담 활동에 반영해야 한다.

35. 회원국은 현직 교사와 감독자를 위한 심화 훈련의 프로그램이 국제 교육의 구성 요소 및 국제 교육에서 그 경험의 결과를 비교할 수 있는 기회를 포함하도록 보장해 주어야 한다.

36. 회원국은 특히 장학금 지급을 통해 교육 연구와 해외 연수 과정을 장려하고 이에 편의를 제공해야 하며, 또한 교사 초기 훈련의 정규 과정, 임용, 재훈련 및 승진에 이러한 연수 과정을 인정하도록 격려해야 한다.

37. 회원국은 모든 수준의 교육에서 쌍무적인 교사 교류를 조직하거나 이에 협조해야 한다.

VIII. 교육 시설과 자료

38. 회원국은 많은 나라 학생이 국제 문제에 대한 자기들의 지식 대부분을 학교 밖 매스 미디어를 통해 받아들인다는 사실을 특히 고려해, 국제 교육을 위한 시설과 자료를 갱신, 생산, 보급, 교환하는 것을 용이하게 할 수 있도록 노력해야 한다. 국제교육에 관심 있는 인사들이 표명한 필요성을 충족하려면 교수 보조물 부족을 극복하고 그 교구의 질을 높이는 일에 노력을 집중해야 한다. 이와 관련 회원국은 다음과 같이 조치해야 한다:

(가) 교과서에서 텔레비전에 이르기까지 모든 범위의 장비와 이용 가능한 보조 장비들, 그리고 새로운 교육 기술을 적절하게 그리고 건설적으로 사용해야 한다;

(나) 학생이 매스 미디어로 전달받은 정보를 선택 분석하는 것을 돕기 위해 매스 미디어 교육이 교육의 한 부분으로 돼야 한다;

(다) 국제적인 구성 요소를 도입하고, 상이한 주제에 대한 지역적 및 국가적 국면을 제시하며, 또 인류의 과학사와 문화사를 보여주는 틀로 이용할 수 있는 범지구적인 접근 방식을 여러 교과서와 기타 학습 보조재에 사용해야 하고, 상이한 문화를 이해하도록 도와주는 데 시각 예술과 음악의 가치를 충분히 고려해야 한다;

(라) 인류가 직면한 주요 문제를 잘 보여 주고, 그 각각의 경우에 국제협력의 필요성과 그 실행 양식을 보여주는 간학문적 성격을 갖는 기록 자료 및 시청각 재료를 유엔, 유네스코, 기타 전문기구가 제공하는 정보를 받아 그 나라 교육 언어로 준비해야 한다.

(마) 각 국가의 문화와 생활 양식 및 이것들이 당면하고 있는 주요 문제 그리고 범세계적 관심사에 대한 활동과 참여를 보여주는 문서와 기타 재료를 준비해 다른 나라에도 전달해야 한다.

39. 회원국은 교육 보조재, 그 중에서도 특히 교과서가 오해, 불신, 인종 차별주의 또는 다른 집단이나 국민에 대한 경멸이나 증오를 불러일으키기 쉬운 요소가 전혀 없도록 보장해 주는 적절한 조치를 장려해야 한다. 배우는 사람이 이 권고의 취지에 반하는 것 같은, 매스 미디어를 통해 보급받는 정보와 사상을 제대로 평가하는데 도움이 되는 배경 지식이 광범위하게 포함된 교육 자료를 제공해야 한다.

40. 각국의 필요와 가능성에 따라 회원국은 이 권고의 목적에 맞추어 고안하고 상이한 교육 형식과 단계에 적합하게끔 만든 기록 자료 및 시청각 자료를 제공하는 문헌 센터를 한두 곳 설립하거나 설립하는데 노력해야 한다. 이들 센터를 특히 혁신적 아이디어와 자료를 개발하고 보급하는 방법을 통해 국제 교육의 개혁을 조장하게끔 계획해야 한다. 그리고 이들 센터는 또 타국과 정보 교환을 계획하고 또 이를 용이하게 해야 한다.

IX. 조사와 실험

41. 회원국은 국제교육의 기초, 지도 원리, 추진 방법 및 효과 그리고 이 분야에서

혁신적인 실험 활동, 예컨대 협동 학교 활동에 대한 연구를 장려하고 지원해야 한다. 이러한 활동은 대학, 연구 기관과 센터, 교사 훈련 기관, 성인 교육 훈련 센터 및 적절한 비정부기구와 협력이 필요하다.

42. 회원국은 교사와 여러 관계 당국이 건전한 심리적, 사회적 토대 위에서 국제 교육을 이룩할 수 있도록 적절하게 조치해야 한다. 이를 위해 회원국은 각국이 수행된 연구 조사, 즉 국제 교육에 우호적이거나 비우호적인 태도와 행동 형성과 개발에 관한 조사, 태도 변화에 대한 조사, 개성 발전과 교육의 상호 작용 조사, 그리고 교육 활동의 긍정적, 부정적 결과에 관한 조사의 결과를 응용해야 한다. 이러한 연구의 상당한 부분이 국제 문제와 국제 관계에 관심 있는 젊은이의 열망에 부응해야 한다.

X. 국제 교육

43. 회원국은 국제교육을 발전시키는데 국제 협력을 책임으로 생각해야 한다. 이 권고를 이행하는 데 회원국은 유엔 헌장에 따라 본질적으로 국내 관할권 안에 속한다면 어느 나라 문제에도 일절 개입하지 않아야 한다. 회원국 각자는 독자적 활동을 통해 이 권고의 이행 그 자체가 국제 이해와 협력을 실천하는 한 방법임을 보여줘야 한다. 회원국은 예컨대 국제 교육에 관한 더 많은 국제 회의와 연구 회의를 열거나 또는 관계 당국과 비정부기구에게 그러한 회의를 열게끔 노력해야 하고; 외국 학생을 수용하고, 연구원, 교사 그리고 노동 단체나 성인 특히 혁신적 아이디어와 자료를 개발하고 보급하는 방법을 통해 국제 교육의 개혁을 조장하게끔 계획해야 한다. 그리고 이들 센터는 또 타국과 정보 교환을 계획하고 또 이를 용이하게 해야 한다.

44. 회원국은 넓은 국제적 시각에서 자국의 경험을 확대함으로써 상호 이익을 증진하기 위해 유네스코의 도움을 받아 자국 협동 학교와 타국 협동 학교의 협력을 장려해야 한다.

45. 회원국은 폭넓은 교과서 교류, 그 중에서도 특히 역사와 지리 교과서 교류를 장려해야 하며, 또한 적절한 지역에서 그리고 가능하다면 쌍무 협정이나 다자간 협정을 체결해 그들 자료가 정확하고, 적절하며, 새로우며, 편견이 없다는 것을 보장하고 다른 나라 사람과 지식을 나누고 이해를 촉진할 수 있는 상호 연구와 교과서 및

기타 교육 자료 개정을 위한 조치를 취해야한다.

ANNEX I

REVISED RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS ('1974 RECOMMENDATION')

SUMMARY

- I. AIMS
 - II. SCOPE
 - III. DEFINITIONS
 - IV. GUIDING PRINCIPLES
 - V. ACTION AREAS
 - V.1 System-wide requirements
 - Laws, policies and strategies
 - Governance, accountability and partnerships
 - Curriculum and pedagogy
 - Assessment and evaluation
 - Learning and teaching materials and resources
 - Learning environments
 - Educator development
 - V.2 Specific requirements per level and type of education
 - Early childhood care and education
 - School education
 - Higher education and research
 - Technical and vocational education and training (TVET)
 - Non-formal and informal education and adult learning
 - VI. FOLLOW-UP AND REVIEW
 - VII. PROMOTION
- Appendix

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

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

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

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

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

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

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

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

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

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

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

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

Recognizing also that States should create a safe and enabling environment for engaging all relevant stakeholders within society in human rights education, including educational institutions, civil society, the private sector, independent national human rights institutions and the free, independent and

pluralistic media, and should also ensure the meaningful and effective participation of children¹, young people and adults,

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

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

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

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

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

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

1. *Adopts* thisday of November, the present Recommendation on Education for Global Citizenship, Peace, Human Rights and Sustainable Development, which supersedes the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.
2. *Recommends* that Member States apply the provisions of this Recommendation by taking appropriate steps, including whatever legislative or other measures may be required, in conformity with the constitutional practice and governing structures of each State, to give effect within their jurisdictions to the principles of the Recommendation;
3. *Also recommends* that Member States bring the Recommendation to the attention of the authorities and bodies responsible for formal, non-formal and informal education from early childhood to higher education, including technical and vocational education and training (TVET), as well as all key stakeholders carrying out educational work among children, young people and adults, such as student and youth organizations, associations, teachers' unions and other interested parties;
4. *Further recommends* that Member States report to it, at such dates and in such manner as shall be determined, on the action taken in pursuance of this Recommendation.

I. AIMS

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

¹ To implicitly include girls and boys.

levels.

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

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

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

- (a) *Analytical, critical thinking and understanding*: The ability to critically analyse and understand complex and multicultural environments and systems, power dynamics and the interconnections between countries and populations and between local, national, regional and global levels;
- (b) *Anticipatory skills*: As agents of change, the capacity to evaluate and understand emerging and future opportunities and threats and to adapt to new possibilities with a view to promoting a peaceful, just, equal, equitable, inclusive, healthy and sustainable future for all;
- (c) *Intercultural awareness and respect for diversity and pluralism*: The ability to understand and respect the dignity of all persons and cultures and the needs, perspectives and actions of others, including through valorizing diverse knowledge systems;
- (d) *Sense of connectedness and belonging to a common and diverse humanity*: Understanding that all humanity shares a common planet and appreciating the values and responsibilities that go along with that heritage, while embracing and respecting the differences as well as the commonalities between all people;
- (e) *Empowerment, resilience and agency*: The ability to act and respond effectively and responsibly to challenges at local, national, regional and global levels to build a more peaceful, just, equal, equitable, inclusive, healthy and sustainable world;
- (f) *Self-awareness*: The ability to reflect on one's own values, perceptions and actions, as well as one's role in the local, national, regional and global community, to motivate one's own actions;
- (g) *Collaborative skills*: The facility to engage in collaborative interactions and participatory problem-solving;
- (h) *Adaptive and creative skills*: The capacity to adapt, engage and thrive in a fast-evolving environment and in diverse and shifting contexts;
- (i) *Peaceful conflict resolution and transformation*: The ability to deal with conflicts in a peaceful and constructive way and end cycles of violence and hostility;
- (j) *Media and information literacy and digital skills*: Being empowered to effectively search, critically evaluate, ethically produce and responsibly disseminate information and knowledge and respond to disinformation and misinformation, violence, harmful content and online abuse and exploitation, including through digital skills, which can help to ensure universal and diversified access to information, materials and resources; and
- (k) *Communication skills*: The capacity to critically access and use information, to listen with empathy and communicate effectively within and beyond one's group.

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

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

II. SCOPE

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

- (a) For all people of all ages;
- (b) Delivered in all spaces;
- (c) In all settings, including formal, non-formal and informal;
- (d) Using different modalities (e.g. in person, distance and blended); and
- (e) At all levels, from early childhood care and education, , higher education, including technical and vocational education and training (TVET) and adult education.

III. DEFINITIONS

8. For the purposes of this Recommendation:

- (a) “Education” implies a lifelong process that takes place in all parts of society, in various forms and settings, and using different means, through which individuals and social groups learn to develop consciously within and for the benefit of the local, national, regional and global communities, the whole of their personal capacities, talents and abilities, attitudes, and knowledge. This process is not limited to any specific level of education, activity or practice.
- (b) “Human rights” and “fundamental freedoms”, as recognized by international human rights instruments, derive from the inherent dignity of the human person and are universal, inalienable and interrelated.
- (c) “Human rights-based approach” is a conceptual framework for the process of sustainable development that is normatively based on international human rights standards and principles and operationally directed at promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress and often result in groups of people being left behind.
- (d) “Global Citizenship” refers to a sense of belonging to a broader human community, sharing a destiny on this planet, which is in addition to other senses of belonging. . It emphasizes political, economic, social and cultural interdependence and interconnectedness between the local, the national, regional and the global, and implies a common global responsibility to build a more just, equal, sustainable and peaceful world.

- (e) “Culture of peace” is a set of values, attitudes, traditions and modes of behaviour and ways of life based on the full respect for and promotion of all human rights and fundamental freedoms;
- (f) “International understanding”, “cooperation” and “peace” are to be considered as an indivisible whole based on the principle of friendly relations between peoples, on cooperation with a wide range of stakeholders, on an understanding that States have different social and political systems, and on respect for human rights and fundamental freedoms;
- (g) “Sustainable development” is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This vision of development is shaped by an understanding that the Earth’s systems are interconnected, and that the economic, social, cultural and environmental features of our world are linked. It promotes a world where human rights are universally respected, and where human beings care for and respect other living beings and the integrity of the planet. Sustainable development also requires fostering a sense of global citizenship, by which all people develop a sense of belonging to a single human family sharing a common destiny on Earth;
- (h) “Human rights education” comprises all educational, learning, training, information and awareness-raising activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms, by providing persons with knowledge, skills and understanding, and developing their attitudes and behaviours, to empower them to contribute to the promotion of a universal culture of peace, human rights, sustainable development and global citizenship;
- (i) “Transformative education” involves co-created teaching and learning that recognizes and valorizes the diversity of learners in educational settings, eliminates all barriers to their learning and motivates and empowers them to take informed decisions and actions at the individual, community, national and global levels that support the building of peaceful, just, inclusive, equal, equitable, healthy and sustainable societies; global citizenship education and education for sustainable development are transformative approaches to education.

IV. GUIDING PRINCIPLES

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

- (a) Recognize that quality education is a common public good and should be accessible to everyone;
- (b) Commit to guaranteeing the right of all people to contextually relevant, inclusive equitable and quality education, which promotes human rights and fosters peaceful just, equal, equitable, inclusive, healthy and sustainable societies for all;
- (c) Ensure equality of opportunity and non-discrimination, as prescribed by international human rights law, since this is fundamental for the protection and implementation of the right to education and for the promotion of peace, human rights, sustainable development and global citizenship for all;
- (d) Recognize that national, ethnic, linguistic and religious minorities and indigenous peoples have the right to quality education that is respectful of their identity and encourages knowledge of their history, traditions, language and culture, without discrimination of any kind, irrespective of the learner’s or his or her parent’s or legal

guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;

- (e) Commit to education and learning as a continuous, lifelong, life-encompassing, humanistic and transformative process that recognizes the fullness of being human;
- (f) Enable an international dimension and global perspective in education;
- (g) Promote the rights and responsibilities that individuals, groups and countries have to each other, to other living beings and to the planet, and foster understanding, cooperation and solidarity to help build friendly relationships between States and people across borders;
- (h) Raise awareness of the increasing global interdependence of individuals, societies and countries and cultivate global citizenship;
- (i) Recognize that, since humans are part of the Earth's ecosystems, social, economic, cultural and environmental dimensions are closely interrelated, and, therefore, that peace and development should be oriented towards the benefit of all within planetary boundaries;
- (j) Recognize, appreciate and promote the awareness among all education policy-makers, educational leaders and educators that learners actively create and co-create knowledge;
- (k) Safeguard freedom of expression and access to information while addressing incitement to hatred, discrimination or violence;
- (l) Recognize the value of diverse literacies and languages, cherish diversity, and nurture intercultural understanding, effective communication and dialogue between and among people, societies and countries through various means and approaches;
- (m) Encourage, empower and support the willingness of individuals to participate in solving problems at community, national, regional and global levels and use technology ethically and responsibly in support of this effort; and
- (n) Are infused by the principles of the Universal Declaration of Human Rights and the international agreements and conventions related to peace, human rights and sustainable development that inform this Recommendation.

V. ACTION AREAS

V.1. System-wide requirements

Laws, policies and strategies

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

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

- (b) With due regard for the complexity of current challenges, create science-based and evidence-informed laws, policies, plans and strategies, developed in a participatory manner, which harness the full potential of interdisciplinary and intersectoral approaches to ensure a well-aligned whole-of-government approach in the implementation of this Recommendation;
- (c) Create policy mechanisms to support flexible and context-relevant pathways of learning (in both formal and non-formal learning) that allow for the continuous acquisition of moral values, knowledge, skills, attitudes, competencies and behaviours needed to engage in the world throughout life as responsible global citizens. Such mechanisms can be strengthened through the adoption, recognition, validation and accreditation of qualifications and prior formal or non-formal learning across borders; and
- (d) Ensure that laws, policies, plans and strategies aim to correct gender-based and intersectional biases and promote gender equality in and through the education system. through an inclusive and equitable approach that ensures all learners, without discrimination, have equal rights and opportunities in education and are empowered to shape more peaceful and just societies.

Governance, accountability and partnerships

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

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

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

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

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

education. They should also ensure that the experiences of educational institutions that have carried out successful programmes in transformative education are studied and disseminated

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

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

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

Curriculum and pedagogy

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

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

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

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

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

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

experiences of solidarity and peaceful alternatives to violent forms of conflict resolution.

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

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

Assessment and evaluation

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

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

Learning and teaching materials and resources

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

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

31. In developing teaching and learning materials and resources, a global perspective should be applied, nurturing respect for cultural diversity and universal values, underlining the shared destiny

of humanity in the face of major global challenges and emphasizing that the search for solutions requires international solidarity and cooperation. The development of such resources could benefit from the involvement of artists, to encourage learning with and through the arts.

32. All materials and resources should be adapted to learners' educational level, developmental needs and local context. They should be gender-transformative and free from harmful stereotypes, discriminatory and hateful bias, and elements that incite intolerance, hostility, discrimination or violence towards any individuals, groups or peoples. Materials and resources should also actively aim to challenge and eradicate underlying prejudices and deep-rooted stereotypes and contribute to overcoming their consequences, including eventual traumas.

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

Learning environments

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

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

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

- (a) Supporting educators and system-wide efforts to ensure schools and other education and learning environments and their facilities are accessible, enabling and safe. Learning spaces must be made and kept free from incitement to hatred, discrimination and violence, and harassment motivated by racism, all forms of discrimination, xenophobia or related intolerance, or cultural bias. Environments should be culture-, gender- and disability-sensitive and inclusive, and should embrace anti-discrimination and anti-racist practices, while promoting peace, tolerance, inclusivity, empathy, solidarity and care for the environment;
- (b) Supporting the full, equal and equitable participation of all children, young people and adults, giving special attention to persons with disabilities and persons belonging to indigenous peoples, minorities and vulnerable and marginalized groups in teaching and learning programmes, educational administration and policy-making and decision-making activities;
- (c) Promoting learning environments, including online, that recognize the value of intercultural education, including bilingual and multilingual education, represent a genuine balance of interests and recognize cultural identities and heritage in all forms, while avoiding cultural assimilation;
- (d) Promoting democratic learning environments that give space for the voices and contributions of learners, including children and young people in co-creating safe spaces that nurture healthy relationships and model principles of inclusion, equity, safety, well-

being and sustainability (e.g. health-promoting and climate-ready schools and campuses) and proactively using these as transformative learning spaces; and

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

Educator development

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

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

- (a) Motivating educators to commit to human rights, cultural diversity, the fundamental interconnectedness of humanity and the aim of positively changing society, so that the principles underpinning a culture of democracy, peace, human rights, sustainability and global citizenship are understood and applied in practice and are part of teaching standards and competency frameworks for teacher professional development;
- (b) Safeguarding freedom of expression and access to information, guaranteeing educators' academic freedom and respecting their autonomy and professionalism;
- (c) Providing opportunities for collaboration, professional learning and international exchange in pre- and in-service programmes so as to support the ongoing development of educators' interdisciplinary knowledge of world challenges, peace, human rights, sustainable development and global citizenship, as well as their critical digital competencies and media and information literacy skills, intercultural competencies, social and emotional skills and competencies, transformative and inclusive pedagogical expertise, and collaborative and empowering formative assessment skills;
- (d) Supporting opportunities for collaboration between educators, learners, authorities, local communities, parents and caregivers, heritage bearers and artists to co-design, implement and review intercultural and transformative education programmes, materials and resources, enabling all stakeholders to learn from others through teamwork, collaboration and interdisciplinary studies, including in and through international forums and exchanges. Processes should allow for education to be regularly adapted to changing life circumstances, including by using open educational resources;
- (e) Encouraging and facilitating international teacher development opportunities, online study and training courses through the award of scholarships, and promoting course recognition as part of the regular process of initial training, appointment, continuing professional development and promotion of educators; and
- (f) Providing continuous professional learning, updated information, resources and advice to those entrusted with leadership, management, supervisory, mentoring or advisory responsibilities, including inspectors, educational advisers, head teachers, training institutions, parents' associations, civil society organizations and individuals involved in education and training, so as to enable them to assist educators in achieving the aims of this Recommendation.

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

Early childhood care and education

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

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

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

School education

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

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

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

Higher education and research

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

46. Academic and intellectual freedom should be respected in teaching and research in higher

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

47. HEIs, and universities in particular, need strong ethical principles and values, so that learners receive an ethical grounding that leads them to strive for sustainability and inclusion in their activities as the workforce of the future. To achieve this, study programmes must include interdisciplinary and transdisciplinary approaches, including critical thinking and holistic ways of knowing that employ inclusive approaches and champion respect for diverse cultures and knowledge systems, as well as pro-environmental behaviours. Learners need more opportunities to engage with learner-centred and participatory approaches and greater access to experiential and dialogic activities with different communities in society. HEIs should integrate media and information literacy in their curricula and promote more research in this area.

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

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

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

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

Technical and vocational education and training (TVET)

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

Non-formal and informal education and adult learning,

53. Adult learning and education is recognized as a key component within the right to education and lifelong learning. Its policies and practices apply to a wide range of ages, education levels, learning spaces and modalities, and it is a major contributor to a learning society, involving individuals, families, organizations, workplaces, neighbourhoods, cities and regions. It can constitute a powerful policy response to consolidate social cohesion, enhance socio-emotional learning, and

agency for change, strengthen democracy, improve cultural understanding, eliminate all forms of discrimination, and promote living together in peaceful, active and global citizenship.

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

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

- (a) Providing for and using high-quality, independent and pluralistic means of communication and technology-enhanced learning to broaden participation in education and learning among adults, young people and out-of-school children, especially for but not limited to marginalized groups in emergency situations;
- (b) Providing for accredited adult and youth learning programmes that advance the aims of this Recommendation, while recognizing prior learning and competencies;
- (c) Recognizing, valuing and investing in diverse non-formal learning events and activities organized by, with and for adults, young people and out-of-school children;
- (d) Promoting relevant, non-discriminatory and gender-responsive curricula and learning materials that strengthen citizenship education for adults, youth and out-of-school children, with the aim of developing learners' capacities to critically process and evaluate information, make informed decisions, develop agency, empathy and contribute positively to their local communities and public debate; and
- (e) Supporting communities and youth in promoting and safeguarding their intangible heritage for resilience and well-being.

VI. FOLLOW-UP AND REVIEW

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

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

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

- (a) Identify the institutions responsible for implementation, follow-up and review of this

Recommendation at the national level;

- (b) Adopt a “whole community of practice” approach by establishing multi-stakeholder mechanisms;
- (c) Collect, analyse, disseminate and promote the use of data in a timely, reliable, participatory, culturally sensitive and valid manner and share effective and innovative practices; and
- (d) Take appropriate measures to follow-up on the results of review processes.

59. To support Member States, UNESCO should:

- (a) Contribute to strengthening research- and evidence-informed analysis of and reporting on laws and policies regarding this Recommendation;
- (b) Collect and disseminate progress, innovations, research reports, scientific publications and data and statistics regarding the provisions of this Recommendation;
- (c) Support development of appropriate means, tools and indicators to enhance the capacities of national data systems. Such tools and indicators need to be fit for purpose, reliable, valid, comparable and cost effective; and
- (d) Provide targeted technical assistance for relevant respondents and focal points, including training and capacity-building support, and encourage the creation of national networks of stakeholders and practitioners to contribute to the follow-up and review processes.

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

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

- (a) Participating in follow-up and review processes as part of a multi-stakeholder community of practice, contributing to national reporting exercises and, where feasible, producing other relevant reports and accessible materials presenting various perspectives;
- (b) Seeking training opportunities to develop capacities to participate effectively in follow-up and review processes and to promote the aims and guiding principles embedded in this Recommendation; and
- (c) Building partnerships between different types of stakeholders to complement each other’s expertise and experience and ensure that opinions from multiple perspectives regarding the follow-up and review of this Recommendation are taken into account.

VII. PROMOTION

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

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

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

Appendix

UNESCO standard-setting instruments

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

Other instruments

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

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

Other intergovernmental initiatives

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

ANNEX II

Preliminary Report of the Director-General on progress made towards the revision of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

EXECUTIVE SUMMARY

This document provides a comprehensive summary of the progress made towards the revision of the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. This includes an overview of the revision process itself and the scope of revisions undertaken.

Specifically, PART I of the document sets the context, rationale, and objectives of revising the instrument. PART II summarizes the revision process and PART III presents the changes made to the Recommendation.

I. BACKGROUND

1. Nearly 50 years ago, UNESCO's Member States committed to promote peace and international understanding through education by adopting a landmark legal instrument entitled the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (hereinafter the "1974 Recommendation"). Adopted on 19 November 1974 by the General Conference at its 18th session ([18 C/Resolution 38](#)), the 1974 Recommendation formulated, for the first time, a set of principles and norms in support of education for the advancement of justice, freedom, human rights and peace.
2. Given the social and political context of its elaboration, the 1974 Recommendation is a remarkably bold and modern document. Visionary in many ways, it offers an interdisciplinary perspective that remains unique among UNESCO's normative instruments in education.
3. Today, the goals of the Recommendation align closely with Targets 4.7, 12.8 and 13.3 and Goal 16 of the 2030 Agenda for Sustainable Development that promote Education for Sustainable Development (ESD) and Global Citizenship Education (GCED), which is why the 1974 Recommendation represents one of the main tools for promoting the Agenda and a useful monitoring mechanism for measuring progress on the achievement of these targets and goals.

Rationale for revising

4. Though the guiding principles of the 1974 Recommendation remain valid, the technical guidance contained therein needs revision to address contemporary challenges to global peace, human rights and international understanding.
5. Since 1974, the world is facing many new and interconnected challenges, which constitute important threats to peace¹ such as: the spread of violent, hateful and authoritarian ideologies, conspiracy theories, pandemics and other threats to health and well-being, persistent inequalities and conflicts, discrimination and xenophobia, democratic backsliding, environmental degradation, loss of biodiversity, and climate change.
6. Today, we are also witnessing rapid societal and technological changes that are significantly transforming the way we live, work and learn, thereby creating new opportunities to be

¹ Current understandings of, and threats to, lasting peace: technical note: <https://unesdoc.unesco.org/ark:/48223/pf0000381536>

II. THE REVISION PROCESS

12. Guided by the experiences and lessons learned from other similar processes led at UNESCO, the revision of the 1974 Recommendation is adopting a three-step inclusive, participatory and transparent consultative process.
13. Through this process, UNESCO aims to ensure the revised instrument is evidence-informed and forward-looking, takes into account the perspectives of concerned international governmental and non-governmental organizations, professional and expert communities, educators, learners and young people, and fully meets the needs of Member States as well as galvanizes non-state actors in and out of the education sector to support the implementation of the Recommendation.

14. These steps are as follows:

(a) Step 1: Preparation of the revision process (December 2021 to February 2022)

The first phase involved internal consultations, reviewing relevant documents, collecting data and information to identify the gaps that need to be filled, and assessing advancements in the field and in international norms since 1974.

(b) Step 2: Technical consultations (March-June 2022)

The views, perspectives, information and evidence collected during this second phase shaped the document that is being submitted to Member States for written comments and observations.

During this phase, one global survey and thirteen consultations were held, involving approximately 3000 participants, including individual experts, practitioners and representatives of a wide range of networks, professional associations and non-governmental organizations working in relevant areas participated in the process at various stages. A selection of relevant UN and other global multilateral partners were also consulted for inputs.

15. *Global survey*

- (a) A global online survey was launched (February to March 2022) to collect initial ideas from a broad community of constituencies concerned by the revision of the Recommendation. The population targeted by the survey included policy makers and technical personnel in concerned ministries, UN entities, other IGOs, NGOs, as well as individual experts, academics (notably UNESCO Chairs), educators, students, young people and professionals working in the private sector and other related fields.
- (b) The survey was available in 3 languages: English, French, and Spanish. UNESCO led the dissemination of the survey with the support of its network of Field Offices, category 1 and 2 institutes, UNESCO National Commissions and partners, in particular civil society organizations. In total, the survey gathered 1,550 complete responses from 131 Member States.
- (c) A summary of the outcomes of the global survey, including the main areas requiring reinforcement according to respondents, can be found in the report that is on the dedicated [webpage, available here: https://en.unesco.org/themes/qced/1974recommendation/consultations](https://en.unesco.org/themes/qced/1974recommendation/consultations)

16. *Regional consultations*

- (a) Six online regional consultations (Sub-Saharan Africa; Arab States; Asia-Pacific; Europe and North America; Latin America and the Caribbean) were organized by UNESCO to help identify region-specific issues that need to be considered in the revised instrument.
- (b) Each regional consultation included a regional survey as well as virtual meetings, which each took place over a period of two days between 22 March and 8 April 2022. Each event was organized by UNESCO Headquarters, relevant Field Offices, and UNESCO Institutes. Participants in the consultations included educators and teachers, young experts and students, academics, representatives of civil society organizations, think tanks and foundations, as well as policymakers and professionals working within Ministries.
- (c) Across the regional consultations, a number of common issues emerged, including the need to reinforce the following issues, among others: the value of youth and community participation, gender equality, human rights, equity and inclusion, sustainability, climate change and lifelong learning. During each session, region-specific challenges were also brought to the fore.
- (d) During the **sub-Saharan Africa** consultation, participants highlighted key structural, societal, environmental and health-related challenges, which are negatively impacting access to quality education for all and lasting peace on the continent. They called for a stronger emphasis on holistic approaches to learning, which involve adopting a “whole-of-institution” and “whole-of-society” perspectives to education. They also underlined the positive contribution of education for sustainable development and global citizenship education, as well as the importance of introducing mother tongue languages in curricula and national policies, and the use of transformative pedagogies.
- (e) The **Arab States consultation** highlighted a few cross-cutting issues such as the need to include marginalized and vulnerable groups (eg. learners with disabilities), foster gender equality through education, and accelerate the achievement of all SDGs through education, with a particular focus on climate change. The participating stakeholders noted that central priorities included the need to build digital skills (through a lifelong learning perspective) and prepare teachers to adapt to a rapidly changing technological environment. Many participants also emphasized the importance of moving away from traditional methods of learning towards pedagogies that are socially constructive and focused on the psycho-social dimension of education and wellbeing of learners, including those living in war zones and post-conflict areas.
- (f) The need to integrate and provide access to ICTs and digital technologies in education and invest in social and emotional learning (SEL) were identified as priorities in the context of the consultations in the **Asia-Pacific region**. Participants stressed the role of the 1974 Recommendation in helping to build and sustain “positive peace”, in particular by promoting stewardship of the environment. Participants also underlined the necessity to rethink the purpose of education given the complexity of global challenges and called for more inclusive learner-centred models of education that are applying a whole-of-society approach to learning, as well as valorise, motivate, and support teachers and constructively engage local communities - and more broadly non-state actors - in the delivery of relevant education of good quality. During these consultations the need for education to be formative first and then transformative was recognized as a fundamental approach for building more just, peaceful and sustainable societies for all.
- (g) The **European and North American** consultation underlined a number of challenges, such as the need to counter the rise of exclusionary and nationalist discourses by providing opportunities for democratic participation and attending to the needs and

perspectives of the most marginalized and vulnerable groups, among others. The value of transformative and human rights education was highlighted, together with the role of the 1974 Recommendation in addressing global challenges and advancing universal values of a culture of peace and intercultural understanding. There was a strong call for the involvement of youth in the revision process and in policy dialogue, as well as a broader range of actors in the implementation and monitoring efforts.

- (h) The consultations for **Latin America and the Caribbean** identified a series of threats to human rights and peace affecting education in the region, including an increase in “hate speech culture” and online harassment, mis- and dis-information, colonial practices permeating the educational curricula, and a growing digital gap mostly affecting learners from disadvantaged communities. It was stressed that the 1974 Recommendation should foster transformative, inclusive, interdisciplinary, intercultural, socio-emotional and global-citizenship education, and strengthen the monitoring, reporting and evaluation guidelines to encourage concrete implementation through relevant national policies and the mobilization of funds.
- (i) A compilation of the outcomes of the regional consultations can be found on the following webpage: <https://en.unesco.org/themes/gced/1974recommendation/consultations>

17. *Thematic consultations*

- (a) Thematic meetings were held online on specific issues with specialists or with specific constituencies, i.e.: on Education for Sustainable Development (April 2022), on Monitoring and Evaluation (May 2022), with young people (April 2022) and with teachers (May 2022).
- (b) The consultation organized with Education for Sustainable Development (ESD) experts highlighted the importance of integrating key ESD notions and principles in education to equip lifelong learners with the adequate skills to tackle contemporary challenges to sustainability and build lasting peace. Experts emphasized, among other things the importance of adopting a whole institution approach for a holistic and systemic transformation of education to reorient society towards a sustainable future. The need for education to be action-oriented and experiential was also emphasized as well as recognizing different knowledge systems including indigenous knowledge and intergenerational learning where youth are empowered to be co-creators of education. Finally, experts insisted on the need to embed climate change and biodiversity loss in education systems in a cross-curricula and transdisciplinary manner.
- (c) UNESCO, together with the United Nations Office of the High Commissioner on Human Rights (OHCHR) and the United Nations Office of the Secretary-General’s Envoy on Youth (OSGEY) gathered young people, from across the globe, to collect their inputs, through a participatory, inclusive and youth-led consultation held on the margins of the ECOSOC 2022 Youth Forum. The consultation was an opportunity to hear directly from young people on their concerns and visions for the future of education, and in particular how education can empower them to build peace. It highlighted, among other things, young people’s determination to increase their participation in the development and implementation of education policies and practices. They also expressed a need for “relevant” skills and more opportunities of intergenerational and intercultural dialogue and exchange. According to the participants, this requires addressing bottlenecks, such as the fragility of political institutions and poor governance and the lack of political will and engagement with human rights, which hinders sustainable peace and development for all.
- (d) To ensure that the 1974 Recommendation was revised to be relevant and supportive of the work of practitioners, UNESCO also gathered the contributions and feedback from

teachers and education personnel. More than 70 participants from across the globe took part in the online teacher consultation organized by UNESCO with Education International. During this consultation, critical issues emerged such as the importance of teachers’ perspective and experience regarding education policy and practice, and the importance of enabling teachers’ and schools’ autonomy and collaboration to deliver transformative education. Educators also emphasised the need to leverage the full potential of new and emerging technologies for the purposes of social cohesion, peace and the integration of relevant values and skills relating to Education for Sustainable Development, and Global Citizenship Education into teacher development and school policies.

- (e) The consultation on monitoring and evaluation took place over two days and was attended by a small number of experts both within and outside the Organization working in this specific field. Working on the basis of lessons learned from ongoing practice and mechanisms, the experts provided advice on the guidance that should be considered for inclusion in a new section to be added to the Recommendation, entitled “Follow-up and review”. They also shared ideas on what could be done to improve the implementation of the instrument, beyond the formal reporting process and help ensure the participation of a wider range of stakeholders in the review processes. For example, they suggested establishing an independent expert review process to complement national reporting, developing an indicator framework against which progress can be measured and establishing a global observatory of materials and other resources related to the Recommendation to which all could contribute and would have access.
- (f) The consolidated reports of the thematic consultations can be found on the following webpage:
<https://en.unesco.org/themes/qced/1974recommendation/consultations>
<https://en.unesco.org/themes/qced/1974recommendation/consultations>

18. *Thematic papers, technical notes and comments*

- (a) In view of grounding the revisions on the most up-to-date evidence and research, UNESCO developed a series of thematic papers and technical notes on strategic issues (see Table 1). These papers focus on topics that are not currently covered in the Recommendation, but that require greater attention in the revised version.
- (b) All these documents can be found on the [dedicated website](https://en.unesco.org/themes/qced/1974recommendation/consultations):
<https://en.unesco.org/themes/qced/1974recommendation/consultations>

Table 1: List of thematic papers and technical notes

Technical Notes
Technical Note on Current understandings of, and threats to, lasting peace
Technical Note on New understandings of education’s contributions to peace: a review of what we know is effective
Technical Note on the Role of Non-State Actors in the Implementation of the 1974 Recommendation
Thematic Papers
Sustainability to contribute towards quality transformative education

Lifelong learning and the promotion of peace
Freedom of expression, media and information literacy and digital competencies to support peace and human rights
Citizenship Education in the Global Digital Age
Education for health and well-being to support human rights, sustainable development & peace

- (c) In addition, technical comments were solicited from UNESCO's Programme Sectors and a selection of intergovernmental organizations to ensure the revisions are in line with existing relevant instruments and reflect current best practices. The following IGOs provided responses: OHCHR, UNOCT, UNODC, UNFCC and OECD. The organizations produced feedback in written form, outlining issues or language to be amended or added, along with a justification and supporting normative references.

19. *International Expert Group (IEG)*

- (a) Finally, the Director-General established an International Expert Group (IEG), which included 21 experts from a broad range of fields, regions and professional horizons, to advise the Organization on the revisions to the 1974 Recommendation and collectively draft a full revised text. More information on the composition of the IEG can be found at: <https://unesdoc.unesco.org/ark:/48223/pf0000381742>
- (b) The IEG elected a Chair, a co-Chair and a Rapporteur, respectively, John Packer, Sylvia Schmelkes and Heila Lotz-Sisitka. Together they composed the Bureau of the IEG. The IEG met three times in plenary (12-13 May, 7-8 June, 22-23 June). In between sessions, they worked in Working Groups to review particular sections of the text, in order to facilitate deeper discussions. The work conducted during the Working Groups was then shared, reviewed and discussed by all IEG members in plenary. At every step of the process, IEG members were provided the opportunity to send written comments on any section of the document. A week before the final plenary meeting (22 and 23 June), the Bureau of the IEG and the Leads, co-Leads and Rapporteurs of the Working Groups met over two days (13 and 14 June) to reconcile the work done by each Working Group and streamline the document to the extent possible in order to avoid repetitions, duplications and incoherencies. On 22 and 23 June, the IEG met for the last time to discuss remaining issues and provide guidance to the Secretariat on how it can undertake final edits. Following professional editing of the text, the Bureau met on 2 July to undertake a last reading of the document on behalf of the IEG members and agree on the changes.
- (c) In line with UNESCO's commitment to provide a transparent and inclusive process, observers were invited to listen-in to the IEG plenary meetings. Observers included representatives from UNESCO's Member States, a selection of intergovernmental and international non-governmental organizations and UNESCO's Programme Sectors. They could also provide comments in writing at the end of each plenary meeting, which were collated and shared immediately after each plenary with the IEG members for their consideration.
- (d) The narrative reports of each IEG plenary meeting as well as a compendium of comments provided by observers are available online⁵.

⁵ <https://en.unesco.org/themes/gced/1974recommendation/consultations>

20. **Step 3: Formal consultations with Member States and adoption of the final revised Recommendation (September 2022 to November 2023)**

- (a) UNESCO's Member States receive a first set of proposed revisions elaborated on the basis of the outcomes of the broad technical consultations led by UNESCO (as described above) for their written comments and observations. On the basis of their comments, UNESCO will prepare a second draft.
- (b) Subsequently, and according to the Rules of Procedure, under Articles 10.4 and 10.5, the final report containing the draft text will be submitted to an intergovernmental Special Committee consisting of experts appointed by Member States (meeting of category II). The meeting is expected to take place over four days between the end of May and beginning of June 2023 (dates and duration to be confirmed). During the Special Committee, Member States will be invited to review and collectively negotiate the text in view of its submission to the 42nd session of the General Conference in November 2023 for final adoption.

III. THE FOCUS OF REVISIONS

- 21. Guided by the Preliminary study ([41 C/51](#)) and [41 C/Resolution 17](#), the instrument was revised with a view to ensure education, in all its forms, at all levels and throughout life, whether provided by the state or non-state actors, supports the advancement of lasting peace in our contemporary context and in the years to come, looking beyond 2030.
- 22. More concretely, the revision of the Recommendation involved (i) updating concepts and guidance, (ii) integrating new topics and concepts in order to fully address the thematic focus of the Recommendation, and (iii) restructuring the instrument.

(i) Updating of concepts and guidance

- (a) *New understanding of peace and education's role in building lasting peace* - The world changed considerably since 1974. Our understanding of the complexity and intersectionality of the issues we face has also developed. In line with the vision of the 2030 Agenda for Sustainable Development, peace is understood today not only as the absence of "direct violence" but as a positive and participatory process by which individuals and societies commit to building peace on a daily basis. And therefore, lasting peace is both an internal and external process, which can be nurtured through education provided that it equips people of all ages with the knowledge, skills, values, attitudes and behaviours to take informed decisions about their lives and empowers learners to become active agents of change in support of individual and societal transformations towards a just, equal, inclusive, healthy, sustainable and peaceful world.
- (b) As underscored in the *Report on Reimagining our futures together: A new social contract for education*⁶, education should be emancipatory, humanistic, holistic and transformative at the individual and collective levels to foster lasting peace, because without sustainable development and human rights, and the active and meaningful participation of people, there can be no lasting peace.
- (c) On the basis of this contemporary understanding of peace, the "Preamble", "Significance of terms", "Guiding principles" and "Action areas" were adjusted to reflect the idea that to build a more peaceful world education must be transformed and become transformative, as well as foster a sense of belonging to a human community sharing a destiny on this planet.

⁶ [UNESCO Futures of Education - A NEW SOCIAL CONTRACT: https://en.unesco.org/futuresofeducation/](https://en.unesco.org/futuresofeducation/)
<https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en>

- (d) More specifically, a new social contract for education is needed that is grounded in human rights and based on principles of non-discrimination, social justice, and respect for life, human dignity and cultural diversity, while encompassing an ethic of solidarity and of care for all living beings and the planet – principles which are at the core of sustainable development and global citizenship
- (e) *Strengthened participatory approach* – to ensure education supports a positive and participatory process, education should also be understood as a public and participatory endeavour and a common good. Accordingly, the instruments’ participatory approach was strengthened in ways that reflect the changing and diversified landscape of actors working in these fields.
- (f) Indeed, as non-state actors are *de facto* increasingly playing an active role in the delivery of education the revised instrument articulates in greater detail how they can be encouraged and supported to contribute to the promotion of peace, human rights and sustainable development.
- (g) The voices and contributions of youth as agents of change for a more peaceful world are also mentioned throughout the document and at various stages of the education system, recognizing the need for youth organizations to engage cooperatively in the process of governance and policy-making, in order to advance the development of education as a common public and global good.
- (h) *Stronger commitment to human rights* - Building on the language of the United Nations Declaration on Human Rights Education and Training (A/RES/66/137) and other relevant human rights norms, the definitions provided under “Significance of Terms” were updated. A solid human-rights based approach was also mainstreamed throughout the document to sharpen the protections against all forms of discrimination and integrate the notion that education must also develop attitudes and behaviours and empower learners to contribute to the building and promotion of a universal culture of peace, human rights and sustainable development.
- (i) *Alignment of the guidance with more recent normative instruments and commitments* - While the original Recommendation underlines key competencies to be developed (para 5 in the original Recommendation), the list appears limited today to meet the demands of our fast changing, complex and globalized world. The list was therefore enriched, building on the Declaration of Human Rights Education and Training (2011) and the guidance developed by UNESCO on Education for Sustainable Development and Global Citizenship Education, as well as that of other transformative approaches to education such as media information literacy (MIL).
- (j) Other important updates include the paragraphs pertaining to early childhood care and education (ECCE), TVET, higher and adult education. The paragraphs on ECCE were strengthened to reflect the current state of knowledge on child development. Those that concern higher education are informed by the report of the UNESCO Global Independent Expert Group on the Universities and outcomes of the 3rd [UNESCO World Conference on Higher Education 2022](#) held in Barcelona in May 2022, which underline the unique role of higher education institutions in the social, economic and environmental transformations that are required to tackle the world’s most pressing issues. The paragraphs concerning Adult Education and TVET respectively reflect the outcomes of the [Seventh International Conference on Adult Education in Marrakech \(CONFINTEA VII, June 2022\)](#), and the updated Recommendations on Adult Learning and Education (2015) and TVET (2015).

- (k) Taking into account UNESCO's culture Conventions adopted since 1974⁷, the revised Recommendation also offers a more contemporary and nuanced understanding of the linkages between education and culture and how they can jointly help build lasting peace.
- (l) Finally, the revisions also aimed to align the text with other relevant UNESCO Recommendations such as the ones on the Ethics of Artificial Intelligence (2021), Open Science (2021), Open Educational Resources (2019), Science and Scientific Researchers (2017).

(ii) The addition of new content – filling in gaps

- (a) In view of ensuring education – in the broadest sense - helps build lasting peace, the technical guidance was strengthened to include new education policy areas in addition to those already covered, such as: the governance of education; curriculum and pedagogy; assessment; learning environments; education community and youth participation. These changes provide the instrument with an education-system-wide approach that is in tune with contemporary thinking and practice in the field of education.
- (b) The technical guidance is more clearly organized and structured to provide a coherent set of recommendations, which articulate the requirements of formal, non-formal and informal learning and adopt a strong whole of society, lifelong and life-wide approach.
- (c) With a view to address contemporary challenges to peace as notably identified in the technical consultations, new themes were embedded in the revised Recommendation, which are either missing or not sufficiently addressed in the original text. Most significantly among them, the principles of gender equality, global citizenship and sustainable development run throughout the document. The revised Recommendation also addresses new risks and opportunities offered by the digital revolution and adopts a holistic understanding of learning that covers the cognitive, social and emotional and behavioural dimensions of learning which is at the core of Education for Sustainable Development and Global Citizenship Education.
- (d) As the lack of sustainable development undermines efforts to build lasting peace and is recurrently mentioned in the instrument, the IEG recommended clarifying what was understood by “sustainable development”. A definition of the terms was therefore added to the text, underlining the interconnectedness of Earth's systems and the links between the economic, social, cultural and environmental features of our world, which generate a responsibility to care for all living beings and the planet. This addition to the Recommendation is central as it speaks to one of the major challenges of our century, namely climate change and the loss of biodiversity.
- (e) A definition of “global citizenship” was also added to underline the importance of fostering, through education, a sense of belonging to a broader human community, sharing a destiny on this planet, which is in addition to other senses of belonging and implies a common global responsibility to build a more just, equal, sustainable and peaceful world.
- (f) Guidance around the appropriate and relevant use of technology in and through education as an enabler for peace has also been covered, through the integration of issues around media information literacy, the development of digital skills and open educational resources, in line with recently adopted relevant instruments in the field.

⁷ [Convention on the Protection and Promotion of the Diversity of Cultural Expressions](#), Paris, 20 October 2005; [Convention for the Safeguarding of the Intangible Cultural Heritage](#), Paris, 17 October 2003;

(iii) Proposed new structure

- (a) Inspired by recently adopted and revised UNESCO Recommendations, the structure was streamlined in order to improve the legibility of the text and fill gaps. More specifically, the following main changes were made to the structure:
- The number of sections was reduced from ten to seven.
 - All the technical guidance was grouped under one section: “Section 5 - Action Areas” structured into a coherent and comprehensive set of action areas that apply to formal, non-formal and informal educational settings targeting learners of all ages, throughout life. Grouped around two sub-categories - “System-wide requirements” and “Specific requirements per level and type of education”, they cover the following areas:
 - System-wide requirements
 - Laws, Policies and Strategies
 - Governance, Accountability and Partnerships
 - Curriculum and Pedagogy
 - Assessment and Evaluation
 - Learning and Teaching Materials and Resources
 - Learning Environments
 - Educator Development
 - Specific Requirements per Level and Type of Education.
 - Early Childhood Care and Education
 - School Education
 - Higher Education and Research
 - TVET
 - Non-formal and Informal Education, and Adult Learning
 - A “stand-alone” section was created to highlight the aims (ultimate goal and medium aims) of the Recommendation building on the existing language (see Section 1 – “Aims”)
 - Two new Sections were added, with entirely new content: Section 6 – “Follow up and Review” and Section 7 – “Promotion”. Using the Section on monitoring and evaluation in the 2021 Recommendation on the Ethics of Artificial Intelligence as a model, Section 6 draws on similar sections in other recently adopted Recommendations and also on proposals made during the Regional Consultations and the Technical Consultation on Monitoring and Evaluation, and feedback from Observers to the IEG including intergovernmental organizations and from IEG members themselves. In common with more recently adopted UNESCO Recommendations, the short Section 7 – “Promotion” has been added to include actions to be undertaken by Member States and UNESCO to institutionalize and operationalize the Recommendation.
 - Finally, given the broad scope of the Recommendation and the fact that many legal norms have been adopted since 1974, an annex was added to the document listing relevant global standard-setting instruments, norms and agreements.

23. Considering the proposed changes to the 1974 Recommendation described in this document, it is also suggested that the title be shortened to **“Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development”**

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