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**Revision process of the 1974 Recommendation concerning education  
for international understanding, co-operation and peace and  
education relating to human rights and fundamental freedoms**

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## **Compilation of Member State Comments**

April 2023

Adopted in 1974, the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms is considered a landmark legal instrument that brings together for the first time peace, international understanding, human rights, fundamental freedoms and education.

As per Circular letter 4401, the preliminary report and the first draft of the revised 1974 Recommendation were transmitted to Member States for their written comments and observations.

These written comments will be taken into consideration by the Director-General when preparing the revised second draft of the Recommendation to be discussed at the Intergovernmental Special Committee Meeting (Category II), in view of its submission to the 42nd session of the General Conference in November 2023 and eventual adoption.

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# ALBANIA / ALBANIE

## **Albania's Comments on the First Draft of the Revised 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms**

Dear Contact Point,

I hope this email finds you well!

My name is **Sibora Maloçala**, from the Ministry of Education and Sport of the Republic of Albania. I am writing to you in regard of the Revised Recommendation of 1974, for which the Ministry of Education and Sport of the Republic of Albania does not have any comments.

Please let me know if anything else is required from us.

With season's greetings,

**Ministria e Arsimit dhe Sportit | Ministry of Education and Sport**



# ALGERIA / ALGÉRIE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: Algérie

#### GENERAL COMMENTS ON THE INSTRUMENT:

Il est proposé de rajouter une petite introduction pour donner les raisons qui ont motivé la révision de la recommandation 1974.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>I/ Objectifs</b>	
<b>1-</b> La présente recommandation a pour principal objectif d'inspirer les personnes de tous âges et de les doter des connaissances, compétences, valeurs et attitudes qui leur sont nécessaires pour réaliser leur plein potentiel humain et participer effectivement.....	Il est proposé de remplacer « les personnes de tous âges » par les « <b>apprenants de tous âges</b> ».
<b>4- (i)</b> La résolution et la transformation pacifiques des conflits : La capacité de traiter les conflits de manière pacifique et constructive et de mettre fin aux cycles de violence et d'hostilité.	La résolution et la transformation pacifiques des conflits : La capacité <b>de mettre en œuvre des programmes de prévention et de médiation afin de prévenir</b> les conflits et les traiter de manière pacifique et constructive et de mettre fin aux cycles de violence et d'hostilité.
<b>6-</b> L'éducation devrait contribuer à la compréhension internationale et au renforcement aux droits de l'homme et de la paix mondiale.....	L'éducation <b>et l'ensemble des activités d'information et de sensibilisation devraient</b> contribuer à la compréhension internationale et au renforcement aux droits de l'homme et de la paix mondiale.....
<b>II/ Champs d'application</b>	
<b>a.</b> S'adressant à toutes les personnes de tous âges.	S'adressant à tous <b>les apprenants</b> de tous âges.
<b>IV/ Principes directeurs</b>	
(j) Reconnaître, apprécier et promouvoir la prise de conscience par tous les décideurs en matière d'éducation, responsables de l'éducation et éducateurs du fait que les apprenants participent activement à la création et à la cocréation des connaissances.	Reconnaître, apprécier et promouvoir la prise de conscience par tous les décideurs en matière d'éducation, responsables de l'éducation et éducateurs et mettre en place tous les moyens nécessaires pour que les apprenants participent activement à la création et à la cocréation des connaissances.

(I) Reconnaître la valeur des savoirs et des langues de toutes sortes, chérir la diversité et favoriser la compréhension interculturelle, la communication efficace et le dialogue au sein des peuples, des sociétés et des pays et entre eux par des moyens et selon des approches variés.	Reconnaître la valeur des savoirs, la diversité et la richesse des langues, promouvoir les principes du dialogue et de la compréhension interculturels et renforcer l'efficacité de la communication au sein des peuples, des sociétés et des pays et entre eux par des initiatives concrètes et durables.
<b>V/ Domaines d'actions</b>	
<b>Lois, politiques et stratégies</b>	Face à un monde en perpétuelle mutation et aux nombreux défis qui s'y présentent, il est important de mentionner dans cette résolution l'urgence d'actualiser les textes réglementaires pour les mettre en adéquation avec les besoins actuels en matière d'éducation.
<b>Programmes d'enseignement et pédagogie</b>	Il est remarqué que les valeurs ne sont pas mises en exergue explicitement dans la recommandation. Toute éducation a pour vocation de transmettre les valeurs qu'une société s'est choisie : valeurs politiques et sociales, culturelles et spirituelles, valeurs affectives et morales, valeurs esthétiques, valeurs intellectuelles, valeurs humanistes ouvrant sur l'universel. De ce fait, le curriculum, qui englobe l'ensemble des programmes disciplinaires, reste le cadre unificateur qui réalise la convergence des objectifs pour la mise en œuvre de ces valeurs. Chaque discipline, en fonction de sa vocation propre, prend en charge de façon spécifique et préférentielle, ou de façon complémentaire, les valeurs qui sous-tendent les finalités des systèmes éducatifs.
<b>Appréciation et évaluation</b>	Il est proposé d'inclure dans la recommandation la fonction formative de l'évaluation pédagogique. Celle-ci consiste à faire évoluer les pratiques d'évaluation pour ne plus se limiter uniquement à déclarer la réussite ou l'échec, mais à développer le potentiel de l'apprenant en prenant en compte ses intelligences multiples. Le rôle de l'apprenant est renforcé dans l'évaluation de ses processus et de ses stratégies d'apprentissage, développant ainsi son autonomie et ses capacités métacognitives, en fonction de ses différences et de ses rythmes d'apprentissage.
<b>Environnements d'apprentissage</b>	L'éducation est le pivot essentiel de toute action en faveur de la paix, du respect des droits de l'Homme et de la démocratie. Donc il est nécessaire de créer un climat scolaire serein, favorable aux apprentissages et de renforcer la protection, la sécurité et l'intégrité physique, psychologique et morale des apprenants et de tout le personnel dans tous les environnements d'apprentissage.
<b>Matériels et ressources d'enseignement et d'apprentissage</b>	La recommandation devrait inclure l'encouragement de la disponibilité gratuitement et librement des ressources pédagogiques en ligne afin de permettre à tous les apprenants de tous âges de renforcer leurs compétences, de diversifier leurs propres ressources et de poursuivre l'enseignement et l'apprentissage en période de crise, telle que la pandémie du Covid 19 qui a touché le monde entier.



**ARGENTINA / ARGENTINE**

## ARGENTINA's comments to 1974 Recommendation

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: ARGENTINA

**GENERAL COMMENTS ON THE INSTRUMENT:** La Argentina celebra este tipo de intercambios y actualizaciones de recomendaciones internacionales, que nos permiten fortalecer y profundizar el desarrollo de políticas públicas en materia de Educación en y para los Derechos Humanos. El proyecto de documento relativo a las recomendaciones sobre la educación para la ciudadanía mundial, la paz, los derechos humanos y el desarrollo sostenible se encuentra en línea con el espíritu de la Ley de Educación Nacional N° 26.206 y el paradigma de trabajo de educación en y para los Derechos Humanos que desarrollamos desde el Ministerio de Educación de la Nación, a través de la Dirección de Educación para los Derechos Humanos, Género y Educación Sexual Integral y cada uno de los programas que de ella dependen. Se trata de un documento que promueve, de manera por demás profunda, el desarrollo de políticas educativas que nos permitan garantizar los Derechos Humanos y promover el desarrollo de una ciudadanía democrática y comprometida con valores fundamentales como lo son la justicia, la igualdad, la libertad, la diversidad.

Cabe destacar que este tipo de Recomendaciones no resultan vinculantes para los Estados Miembros.

En lo que a las cuestiones de género se refiere, el borrador en cuestión se encuentra redactado de una forma binaria y masculina, al referirse en diversos párrafos a "los jóvenes, los niños, etc", es por ello que se sugiere utilizar una redacción más inclusiva para todas las personas, y que en la medida de sus posibilidades contenga una perspectiva de género.

Asimismo, debe otorgarse especial atención en incluir a los derechos de las mujeres y diversidades de manera explícita. Por ejemplo, en el apartado de "*Governance, accountability and partnerships*", en su artículo 11 el cual destaca la importancia de trabajar activamente contra cuestiones tales como la incitación al odio, discriminación y violencia (...), se observa que no se realiza ningún tipo de distinción de tales acciones contra todas las mujeres y niñas y las personas LGBTImás.

En su artículo 36 inciso A), se menciona que debe crearse y mantenerse espacios libres de: "incitación al odio, discriminación y violencia y acoso motivados por el racismo, discriminación, xenofobia o intolerancia relacionada o sesgo cultural" sin señalar la existencia de la discriminación por motivos de género y hacia las personas pertenecientes al colectivo LGBTImás, como así tampoco en su inciso B), señala que deba existir especial atención para el apoyo a la participación plena, igualitaria y equitativa a todas las mujeres y niñas y a las personas LGBTImás. Es de suma importancia la adopción de un lenguaje más amplio, que contemple a todas las personas.

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CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
TITLE OF THE RECOMMENDATION	TITLE OF THE RECOMMENDATION
<p>“Recomendación sobre la educación para la ciudadanía mundial, la paz, los derechos humanos y el desarrollo sostenible</p>	<p>El nuevo título propuesto para la Recomendación Revisada sería "Recomendación sobre la educación para la ciudadanía mundial, la paz, los derechos humanos y el desarrollo sostenible". En la Recomendación de 1974 no se hacía referencia a "Ciudadanía Mundial" sino a "Comprensión Internacional" (International understanding).</p> <p>Al respecto, cabe tener presente que, desde el punto de vista del derecho internacional el concepto de "ciudadanía mundial" no tiene implicancias jurídicas y no debe ser asimilado al concepto de "ciudadanía" utilizado por los Estados. Ni siquiera a nivel de los distintos mecanismos regionales de integración se ha establecido una definición de "ciudadanías regionales" que reemplace el concepto de las ciudadanías nacionales.</p> <p>Ahora bien, en el proyecto de Recomendación Revisada se define "ciudadanía mundial" del siguiente modo: "...el término 'ciudadanía mundial' designa el sentido de pertenencia a una comunidad humana más amplia que tiene un destino común en este planeta, y se suma a otros sentidos de pertenencia. Pone de relieve la interdependencia política, económica, social y cultural y la interconexión entre lo local, lo nacional, lo regional y lo mundial, e implica la responsabilidad mundial común de construir un mundo más justo, igualitario, sostenible y pacífico;" (párrafo 8.a)</p> <p>A su vez, la noción de "ciudadanía mundial" aparece, por ejemplo, en la meta 4.7 del Objetivo n° 4 ("Garantizar una educación inclusiva, equitativa y de calidad y promover oportunidades de aprendizaje durante toda la vida para todos") de los 17 Objetivos de Desarrollo sostenible aprobados por la Asamblea General de la ONU mediante resolución A/RES/70/1.</p> <p>Según el sitio web de la ONU, "Ciudadanía mundial es un término que abarca las acciones sociales, políticas, ambientales, y económicas de parte de individuos y comunidades con pensamiento global, a escala mundial. El término puede referirse también a la creencia de que los individuos son miembros de redes múltiples, diversas, locales y no locales, en vez de actores en solitario impactando a sociedades aisladas. La promoción de la ciudadanía mundial en el desarrollo sostenible permitirá a los individuos acoger su responsabilidad social para actuar en beneficio de todas las sociedades, no sólo la propia." (Fuente: <a href="https://www.un.org/es/impacto-acad%C3%A9mico/ciudadan%C3%ADa-mundial">https://www.un.org/es/impacto-acad%C3%A9mico/ciudadan%C3%ADa-mundial</a>).</p> <p>En el entendido de que en el proyecto la expresión "ciudadanía mundial" está empleada en los sentidos que surgen de los párrafos precedentes y no como un concepto asimilable al de "ciudadanía" de un Estado, no se tienen observaciones que formular sobre la utilización</p>

	de esta expresión.
<b>Preambular Paragraph</b>	<b>Preambular Paragraph</b>
<p>“Basándose en el conjunto de instrumentos normativos internacionales existentes - aprobados en la UNESCO y en otras instancias- y en otras iniciativas intergubernamentales que figuran en el apéndice y que contienen disposiciones relativas a problemas de especial interés para la paz, los derechos humanos y el desarrollo sostenible”</p>	<p>En el Apéndice al cual refiere el párrafo en cuestión figuran tres categorías de instrumentos: "Instrumentos normativos de la UNESCO", "Otros instrumentos" y "Otras iniciativas intergubernamentales". Entre los instrumentos normativos de la UNESCO figuran, "Convenciones internacionales", "Recomendaciones" y "Declaraciones". Los primeros resultan vinculantes para los Estados Parte, mientras que los segundos no tienen ese carácter.</p> <p>Se estima inconveniente utilizar la expresión "instrumentos normativos internacionales" para hacer referencia indistintamente a instrumentos vinculantes como no vinculantes, pues su uso puede generar confusión respecto a la naturaleza - carácter de dichos instrumentos. Se sugiere, por consiguiente, proponer la eliminación del término "normativos" tanto del considerando transcrita como del apéndice.</p> <p>En su defecto, debería hacerse una distinción, tanto en el considerando como en el apéndice, entre los instrumentos internacionales vinculantes" y los "no vinculantes".</p> <p>Por otra parte, en el apéndice, se propone reemplazar "1976", año que figura actualmente a continuación de "Convención Internacional sobre la Represión y el Castigo del Crimen de Apartheid", por "1973". En efecto, en otros tratados que aparecen figura la fecha de su celebración (1973 en este caso) y no la de su entrada en vigor (1976).</p>

AUSTRALIA / AUSTRALIE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: \_\_\_\_\_Australia\_\_\_\_\_

**GENERAL COMMENTS ON THE INSTRUMENT:**

-Australia supports the revised documents' emphasis on minorities, gender equality, and ge that reflects the need to ensure accessible, quality, and equitable education.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
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,	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, <b>the Convention on the Rights of Persons with Disabilities</b> , the Convention on the Rights of the Child and the Geneva Conventions for the Protection of War Victims of 12 August 1949,
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
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,	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,

<p>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;</p>	<p>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 <b>gender</b>, 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;</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>

## **Australia's Comments on the First Draft of the Revised 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms**

Good afternoon UNESCO colleagues,

Thank you for sharing the revision of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. We welcome this update as a reflection of our changing conceptions around human rights since 1974.

Australia supports the revised documents' emphasis on minorities, gender equality, and language that reflects the need to ensure accessible, quality, and equitable education.

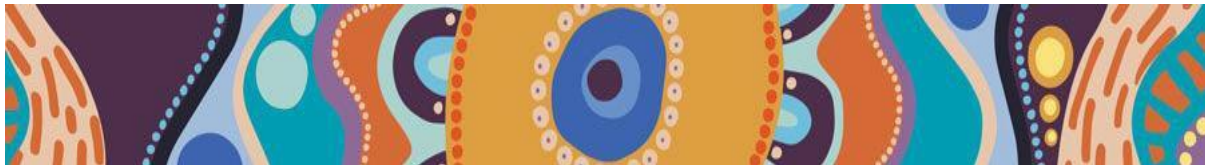
We propose the following amendments (also reflected in the template attached).

- In Paragraph 2, we request reference to the Convention on the Rights of Persons with Disabilities in the list of relevant conventions
- We request gender be included at point 9(d) alongside other listed factors - race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

We look forward to reviewing and providing additional input on subsequent drafts of the Recommendation.

Kind regards,

Australian Government Department of Education



The Department of Education acknowledges the traditional owners and custodians of country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them and their cultures, and Elders past, present and emerging.

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# AUSTRIA / AUTRICHE

## PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

### MEMBER STATE: Austria

#### GENERAL COMMENTS ON THE INSTRUMENT:

Thank you for the opportunity to contribute with comments from Austria on the draft of UNESCO's Recommendation concerning *Education for Global Citizenship, Peace, Human Rights and Sustainable Development*.

The expert-based approach in the revision and the ambitious consultation process carried out by the UNESCO secretariat is welcomed and appreciated by Austria. We would also like to thank the Secretariat and the Expert group for the report on the revision process.

However, it is crucial that a normative instrument such as this Recommendation builds on existing normative instruments to avoid duplication. This has been taken care of at an overall level, but concerning some definitions, Austria would like to suggest to closely relate the Recommendation to established concepts in other policy recommendations, e.g. from the UN system.

Finally, we would like to underline the importance of a human rights based approach in the whole recommendation.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>INTRODUCTION</b>	<b>INTRODUCTION</b>
<p><i>Reaffirming</i> the fundamental link between the achievement of peace, human rights, sustainable Development and the promotion of global citizenship education.</p> <p><i>Considering</i> 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,</p>	<p><i>Reaffirming</i> the fundamental link between the achievement of peace, human rights, sustainable Development, <b>democracy</b> and the promotion of global citizenship education.</p> <p><i>Considering</i> 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, <b>democracy</b> and global citizenship,</p>
<b>I. AIMS (4)</b>	<b>I. AIMS (4)</b>
	<p>After a), not instead of b), but as a new b) (before <i>anticipatory skills</i>):</p> <p><b>b) <i>Complex thinking: overcoming reductionist thinking, based on the principles of disjunction and reduction; linking the different forms of knowledge to a "complex thinking" that denies the separation between hard and soft sciences, links the different disciplines of science to a whole and links knowledge and ethics;</i></b></p> <p>After d), not instead of e), but as a new e) (before <i>Empowerment, resilience and agency</i>):</p>

*(e) Sense of connectedness and belonging to Planet Earth and all living beings: Understanding that we humans share a common planet with other living beings and that our lives depend on other living beings being well. From this common earthly fate results our responsibility for the preservation of the entire biosphere.*

<p><b>I. AIMS / Paragraph 1</b></p>	<p><b>I. AIMS / Paragraph 1</b></p>
<p>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 levels.</p>	<p>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 <b>democratic</b> decision-making processes and actions that advance peace, human rights, sustainable development, <b>including the protection of biodiversity and the planet from degradation</b>, and global citizenship at individual, community, national and global levels.</p>
<p><b>III. DEFINITIONS / Paragraph 8</b></p>	<p><b>III. DEFINITIONS / Paragraph 8</b></p>
<p>(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.</p>	<p>(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, <b>ecological</b>, 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>
<p><b>IV. GUIDING PRINCIPLES / PARAGRAPH # 9</b></p>	<p><b>IV. GUIDING PRINCIPLES / PARAGRAPH # 9</b></p>
<p>(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;</p>	<p>(c) Ensure equality of opportunity, <b>especially for women and girls</b>, 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;</p>
<p>(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;</p>	<p>(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 <b>and gender, sexual orientation</b>, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;</p>
<p><b>PARAGRAPH 20</b></p>	<p><b>PARAGRAPH 20</b></p>

<p>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.</p>	<p>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 <b>and anti-semitic</b> culture in education systems, including in curriculum development.</p>
<p><b>PARAGRAPH 41</b></p>	<p><b>PARAGRAPH 41</b></p>
<p>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.</p>	<p>41. Early childhood care, development and education programmes should be <b>inclusive learning spaces in which cultural and linguistic diversity can be positively addressed; designed to promote linguistic and cognitive development;</b> empower children as rights holders and value the voice and uniqueness <b>of each child;</b> <b>demonstrate the central</b> role of play and <b>high-quality interactions in developmental and learning processes</b> to freedom of choice and expression, <b>participation and expression, self-confidence,</b> self-esteem, agency and autonomy. ECCE should also foster safety and a sense of trust, empathy and belonging within communities in a <b>more pluralistic</b> world.</p>
<p><b>APPENDIX / Other Instruments</b></p>	<p><b>APPENDIX / Other Instruments</b></p>
<ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948)</li> <li>• Convention on the Political Rights of Women (1953)</li> <li>• Declaration on the Granting of Independence to Colonial Countries and People (1960)</li> <li>• International Convention on the Elimination of All Forms of Racial Discrimination (1965)</li> <li>• International Covenant on Civil and Political Rights (1966)</li> <li>• International Covenant on Economic, Social and Cultural rights (1966)</li> <li>• Declaration on the Elimination of Discrimination against Women (1967)</li> <li>• Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974)</li> <li>• International Convention on the Suppression and Punishment of the Crime of Apartheid (1976)</li> <li>• Convention on the Elimination of All forms of Discrimination Against Women (1981)</li> </ul>	<ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948)</li> <li>• Convention on the Political Rights of Women (1953)</li> <li>• Declaration on the Granting of Independence to Colonial Countries and People (1960)</li> <li>• International Convention on the Elimination of All Forms of Racial Discrimination (1965)</li> <li>• International Covenant on Civil and Political Rights (1966)</li> <li>• International Covenant on Economic, Social and Cultural rights (1966)</li> <li>• Declaration on the Elimination of Discrimination against Women (1967)</li> <li>• Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974)</li> <li>• International Convention on the Suppression and Punishment of the Crime of Apartheid (1976)</li> <li>• Convention on the Elimination of All forms of Discrimination Against Women (1981)</li> </ul>

<ul style="list-style-type: none"> <li>• Declaration on the Participation of Women in Promoting International Peace and Co-operation (1983)</li> <li>• Convention on the Rights of the Child (1989)</li> <li>• <a href="#">Vienna Declaration and Programme of Action (1993)</a></li> <li>• Fribourg Declaration on Cultural Rights (1993)</li> <li>• Declaration on the Elimination of Violence Against Women (1993)</li> <li>• Convention on Biological Diversity (1993)</li> <li>• United Nations Framework Convention on Climate Change (1994)</li> <li>• The Beijing Declaration and Platform for Action (1995)</li> <li>• Declaration on a Culture of Peace (1999)</li> <li>• Durban Declaration and Programme of Action - Following the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001)</li> <li>• Convention on the Rights of Persons with Disabilities (2006)</li> <li>• <a href="#">Declaration on the Rights of Indigenous Peoples (2007)</a></li> <li>• Declaration on Human Rights Education and Training (2011)</li> <li>• Paris Agreement (2015)</li> <li>• Lisboa+21 Declaration on Youth Policies and Programmes (2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Declaration on the Participation of Women in Promoting International Peace and Co-operation (1983)</li> <li>• Convention on the Rights of the Child (1989)</li> <li>• <a href="#">Vienna Declaration and Programme of Action (1993)</a></li> <li>• Fribourg Declaration on Cultural Rights (1993)</li> <li>• Declaration on the Elimination of Violence Against Women (1993)</li> <li>• Convention on Biological Diversity (1993)</li> <li>• United Nations Framework Convention on Climate Change (1994)</li> <li>• The Beijing Declaration and Platform for Action (1995)</li> <li>• Declaration on a Culture of Peace (1999)</li> <li>• Durban Declaration and Programme of Action - Following the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001)</li> <li>• Convention on the Rights of Persons with Disabilities (2006)</li> <li>• <a href="#">Declaration on the Rights of Indigenous Peoples (2007)</a></li> <li>• Declaration on Human Rights Education and Training (2011)</li> <li>• Paris Agreement (2015)</li> <li>• Lisboa+21 Declaration on Youth Policies and Programmes (2020)</li> <li>• <b>Berlin Declaration on Education for Sustainable Development (2021)</b></li> </ul>
<p><b>APPENDIX / Other intergovernmental initiatives</b></p>	<p><b>APPENDIX / Other intergovernmental initiatives</b></p>
<ul style="list-style-type: none"> <li>• UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1994)</li> <li>• Plan of Action for the United Nations Decade for Human Rights Education (1995)</li> <li>• Plan of Action for the World Programme for Human Rights Education (2006)</li> <li>• Inclusive education: the way of the future; conclusions and recommendations of the 48th session of the International Conference on Education (2008)</li> <li>• United Nations World Programme of Action for Youth (2010)</li> <li>• Transforming our world: the 2030 Agenda for Sustainable Development (2015)</li> <li>• Incheon Declaration and Framework for Action 'Towards inclusive and equitable</li> </ul>	<ul style="list-style-type: none"> <li>• <b>UNESCO/ILO Recommendation concerning the Status of Teachers (1966)</b></li> <li>• UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1994)</li> <li>• Plan of Action for the United Nations Decade for Human Rights Education (1995)</li> <li>• Plan of Action for the World Programme for Human Rights Education (2006)</li> <li>• Inclusive education: the way of the future; conclusions and recommendations of the 48th session of the International Conference on Education (2008)</li> <li>• United Nations World Programme of Action for Youth (2010)</li> <li>• Transforming our world: the 2030 Agenda for Sustainable Development (2015)</li> </ul>

<p>quality education and lifelong learning for all' (2015)</p> <ul style="list-style-type: none"> <li>• Kazan Plan of Action 'A Foundation of the Global Framework for Leveraging Sport for Development and Peace', MINEPS VI (2017)</li> <li>• Framework for Education for Sustainable Development: Towards achieving for the SDGs (ESD for 2030) (2019)</li> <li>• Marrakech Framework of Action 'Harnessing the transformational power of Adult Learning and Education' (2022)</li> </ul>	<ul style="list-style-type: none"> <li>• Incheon Declaration and Framework for Action 'Towards inclusive and equitable quality education and lifelong learning for all' (2015)</li> <li>• Kazan Plan of Action 'A Foundation of the Global Framework for Leveraging Sport for Development and Peace', MINEPS VI (2017)</li> <li>• Framework for Education for Sustainable Development: Towards achieving for the SDGs (ESD for 2030) (2019)</li> <li>• Marrakech Framework of Action 'Harnessing the transformational power of Adult Learning and Education' (2022)</li> <li>• <b>UN General Assembly Resolution A/76/L.75 on the human right to a clean, healthy and sustainable environment (2022)</b></li> <li>• <b>UNESCO Strategy for Technical and Vocational Education and Training 2022-2029</b></li> </ul>
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# BELGIUM / BELGIQUE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: BELGIUM

##### GENERAL COMMENTS ON THE INSTRUMENT:

1. While we understand and agree in principle with the direction of the revision, we would propose to make **more systematic use of agreed UN language when defining the key concepts**.
2. We also suggest better alignment with the **agreed UN(ESCO) language on SDG 4.7** and the intertwining of the aspects of education for global citizenship and education for sustainable development. For the latter the **World (Berlin) Declaration on ESD (2021)** is a key reference document.
3. We appreciate the attempt of the drafting group to come up with a clear title for the revised Recommendation but strongly **disagree with dropping the key elements of fundamental freedoms and international understanding and cooperation from the title**. Indeed, fundamental freedoms are intrinsically linked to human rights, while international understanding and cooperation is the foundation of the multilateral method under which work for education is carried out in the context of UN(ESCO). This aspect is not completely covered by the concept of EGC. We prefer all elements enumerated with the addition of EGC and ESD at the end as these elements are the later additions to the UN narrative.
4. We would also like to point at the **lack of attention for the institutional framework conditions (democracy, rule of law)** to make EGC, peace, HR and SD become a reality.
5. In view of the future application of the Recommendation as monitoring instrument for i.a. SDG 4.7 we plea for a competence model that next to “skills” pays sufficient **attention to knowledge and content** to underpin the education policies we want Governments and educational partners to carry out.
6. In the new enumeration of key skills **citizenship skills are missing**.
7. The Recommendation does not address the human rights and the universal right to quality education of **migrants, refugees and displaced people**.
8. Final remark for the sake of later monitoring. The text is much longer than the original Recommendation and **too long to remain an effective monitoring instrument**. Many paragraphs dwell on education policies in general and should be brought back to the essence (what are the concrete deliverables to check during the monitoring process) and thus cut in length. Although perspectives of equity and LLL are important, this is not a Recommendation on these two topics. In contrast, the focus should be put on **teaching and learning** for the subject of the Recommendation, with balanced attention to all subjects.



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CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<p><b>PARAGRAPH #</b></p> <p>7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:</p> <p>(a) For all people of all ages;</p> <p>(b) Delivered in all spaces (family, school, community and workplace);</p> <p>(c) In all settings, including formal, non-formal and informal;</p> <p>[THESE ARE JUST EXAMPLES]</p>	<p><b>PARAGRAPH #</b></p>
<p><b>TITLE OF RECOMMENDATION</b></p> <p>NEW TITLE</p>	<p><b>TITEL</b></p> <p>Suggestion to keep the original title of 1974 or rewrite as: <b>Draft Recommendation Concerning Education for International Understanding and Cooperation, Peace; Human Rights and Fundamental Freedoms, Global Citizenship and Sustainable Development.</b>  [Rationale: EGC and ESD at the end as they are the most recent addition in the UN narrative]</p>
<p><b>RECITAL 4</b></p> <p>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</p> <p>...</p> <p>.....</p> <p>...</p>	<p><b>RECITAL 4</b></p> <p>Recognizing that peace is not only <b>requires</b> the absence of conflict <b>and inadmissible recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression</b>, but also that <b>education for peace</b> requires a positive, inclusive, <b>accessible</b> and participatory <b>processes and institutional arrangements as framework condition under which individuals are encouraged and empowered to assume their responsibilities for maintenance of peace</b>, <del>through which</del> dialogue and solidarity are encouraged, internal and international conflicts are solved in a spirit of mutual understanding and</p>

	<p>cooperation, equality and sustainable development is achieved and the human rights <b>and fundamental freedoms</b> of all are upheld.</p> <p>[Rationale: rewrite inspired by wording of the 1974 text]</p>
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<b>RECITAL 5</b>	<b>RECITAL 5</b>
Reaffirming the fundamental link between the achievement of peace, human rights, sustainable development and the promotion of global citizenship education.. ...	Reaffirming the fundamental link between the achievement of peace, human rights, <b>fundamental freedoms, democracy, rule of law</b> , sustainable development and the promotion of global citizenship education.
<b>BETWEEN RECITAL 7 and 8</b>	<b>NEW RECITAL between recital 7 and</b>
	<b>Recalling the World Declaration on Education for Sustainable Development “that ESD must be based on and promote respect for nature, as well as human rights, democracy, the rule of law, non-discrimination, equity and gender equality. In addition, it should promote intercultural understanding, cultural diversity, a culture of peace and non-violence, inclusion and the notion of responsible and active global citizenship”.</b>
<b>RECITAL 10</b>	<b>RECITAL 10</b>
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, ...	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 <b>public and private</b> life, to reinforce values, beliefs and attitudes to uphold human rights, and to promote a universal culture of <b>and institutional structures for</b> human rights, <b>democratic participation</b> and peace,
<b>RECITAL 11</b>	<b>RECITAL 11</b>
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 ... ..... ...	Observing that the free flow of information and knowledge, freedom of expression, <b>academic freedom</b> and professional autonomy are central to the teaching and learning process as well as crucial in promoting human rights, <b>fundamental freedoms; international and intercultural</b> understanding, tolerance, <b>democracy, rule of law</b> and peace.  [Please compare the wording to the 1997 UNECO/EI Recommendation on the Status of HE Teaching Personnel]

<b>PARAGRAPH RECITAL 15</b>	<b>PARAGRAPH RECITAL 15</b>
<i>Noting</i> 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	<i>Noting</i> that despite significant progress achieved, countless people have been denied a life of dignity and opportunity, and <del>have access only to education of poor quality</del> <b>are deprived from the universal right to quality education.</b> [Rationale: it is more than a question of access, moreover some people have no access even to poor quality provision]
<b>PARAGRAPH RECITAL 18</b>	<b>PARAGRAPH RECITAL 18</b>
<i>Building on</i> 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	<i>Building on</i> the existing body of international standard-setting instruments - adopted at UNESCO <b>and other UN constituencies elsewhere</b> - and of other <b>relevant</b> intergovernmental initiatives set out in the appendix with provisions relating to problems of particular concern to peace, human rights, <b>fundamental freedoms, international understanding and cooperation, democracy, rule of law</b> and sustainable development
<b>PARAGRAPH RECITAL 19</b>	<b>PARAGRAPH RECITAL 19</b>
<i>Having decided</i> 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	<i>Having decided</i> 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, <b>fundamental freedoms, international understanding and cooperation, democracy, rule of law</b> and sustainable development.
<b>PARAGRAPH #1</b>	<b>PARAGRAPH #1</b>
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 levels.	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 <b>and democratic</b> participation in decision-making processes and actions that advance peace, human rights, <b>fundamental freedoms, international understanding and cooperation</b> , sustainable development and global citizenship at individual, community, national and global levels.
<b>PARAGRAPH #2</b>	<b>PARAGRAPH #2</b>
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.	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, <b>democratic</b> and sustainable societies for all.

PARAGRAPH #4 before sub-item a	PARAGRAPH # addition of sub-items (new a)
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:	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, fundamental freedoms, <b>international understanding and cooperation</b> , sustainable development and global citizenship and to foster skills and competencies such as: <b>(new a): citizenship skills: the ability to act as responsible citizens and to fully participate in civic and social life, based on knowledge and understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.</b>
<b>PARAGRAPH #7e</b>	<b>PARAGRAPH #7e</b>
At all levels, from early childhood care and education, , higher education, including technical and vocational education and training (TVET) and adult education.	At all levels, from early childhood care and education, <b>through primary, secondary and higher education and</b> including technical and vocational education and training (TVET) and adult education.
<b>PARAGRAPH # 8b</b>	<b>PARAGRAPH #8b</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	<b>Please add a reference to the Universal Declaration and the UN Charter as basic sources for definition.</b>
<b>PARAGRAPH # 8d</b>	<b>PARAGRAPH #8d</b>
“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.	<b>Please replace the whole para by the <u>agreed definitions</u> in the context of the Education 2030 FFA:</b>  <b>GC refers to a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues; c) non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and d) behavioural capacities to act collaboratively and responsibly, and to strive for collective good.</b> (UNESCO. 2013. Outcome document of the Technical Consultation on Global Citizenship Education: Global Citizenship Education – An Emerging Perspective. <a href="http://unesdoc.unesco.org/images/0022/002241/224115E.pdf">http://unesdoc.unesco.org/images/0022/002241/224115E.pdf</a> .)
<b>PARAGRAPH #8g</b>	<b>PARAGRAPH #8g</b>
“Sustainable development” is development that meets the needs of the present without	<b>Please replace the whole para by the <u>agreed definitions</u> in the context of the Education 2030 FFA:</b>

<p>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;</p>	<p>“Sustainable development” is development for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. Education for SD empowers learners to take informed decisions and responsible actions. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. (UNESCO. 2014. Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. <a href="http://unesdoc.unesco.org/images/0023/002305/230514e.pdf">http://unesdoc.unesco.org/images/0023/002305/230514e.pdf</a>.)</p>
<p><b>PARAGRAPH #9i</b></p>	<p><b>PARAGRAPH #9i</b></p>
<p>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.</p>	<p>Recognize that, since humans activity <b>interferes</b> with <del>s</del> <del>are part of the Earth’s</del> <b>global</b> 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</p>
<p><b>PARAGRAPH #10b</b></p>	<p><b>PARAGRAPH #10b</b></p>
<p>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;</p>	<p>With due regard for the complexity of current challenges, create science <b>and research</b>-based and evidence-informed laws, policies, plans and strategies, developed in a <b>structured</b> participatory <b>decision-making process</b> <del>manner</del>, <del>which</del> <b>harnessing</b> the full potential of interdisciplinary and intersectoral approaches to ensure a well-aligned whole-of-government approach in the implementation of this Recommendation;</p>
<p><b>PARAGRAPH #15</b></p>	<p><b>PARAGRAPH #15</b></p>
<p>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.</p>	<p>Member States should build capacities and sustainable education partnerships with other Member States, international, <b>regional</b> and non-governmental organizations, national independent human rights institutions, community organizations, existing communities of practice and civil society actors <b>and organisations</b> in ways that meaningfully advance peace, human rights, sustainable development and <b>active</b> citizenship.</p>
<p><b>PARAGRAPH #17</b></p>	<p><b>PARAGRAPH #17</b></p>
<p>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.</p>	<p>Recognizing the role of Member States as duty bearers, <b>also</b> civil society, communities, citizens and citizen groups <b>and stakeholder organisations</b>, including education unions, youth <b>and student</b> 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</p>

	accountability.
<b>PARAGRAPH #18</b>	<b>PARAGRAPH #18</b>
... 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.	... Member States should support the provision of quality information and education to <b>individual learners, families and communities, parents, caregivers and families</b> that can help to ensure the health and well-being, <b>as well as</b> positive <b>physical and mental</b> development <del>and quality education of children and families.</del>
<b>PARAGRAPH #19</b>	<b>PARAGRAPH #19</b>
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	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 <b>and discipline</b> , learning and training. This can include the integration of education for peace, human rights, sustainable development and <b>active</b> global citizenship
<b>PARAGRAPH #22</b>	<b>PARAGRAPH #22</b>
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.	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 <b>active</b> global citizenship
<b>PARAGRAPH #27</b>	<b>PARAGRAPH #27</b>
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.	Special attention should be paid to assessment and evaluation conditions for learners with disabilities and/or disadvantages, and to the particular requirements <b>and the legal and ethical challenges</b> of online learning <b>in terms of safeguarding equitable access and respect of human rights (e.g. privacy) of learners and teachers.</b>
<b>PARAGRAPH #33</b>	<b>PARAGRAPH #33</b>
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 all education and lifelong learning	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 <b>all levels and settings</b> of education <del>and</del> <b>in a</b> lifelong learning approach.
<b>PARAGRAPH #36b</b>	<b>PARAGRAPH #36b</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	Supporting the full, equal and equitable participation of all children, young people and adults, giving special attention to <b>women and girls</b> , persons with disabilities and persons belonging to indigenous peoples, minorities, <b>as well as migrants and refugees and other</b> vulnerable and marginalized groups, in teaching and

activities	learning programmes, educational administration and policy-making and decision-making activities
<b>PARAGRAPH #36d</b>	<b>PARAGRAPH #36d</b>
Promoting democratic learning environments that give voice...	Promoting democratic learning environments <b>and whole-school and cross-curricular approaches</b> that give voice...
<b>PARAGRAPH 37</b>	<b>PARAGRAPH 37</b>
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	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 <b>and integrity</b> , values, and standards to which all education professionals must adhere
<b>PARAGRAPH #38a</b>	<b>PARAGRAPH #38a</b>
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	Motivating educators to commit to human rights, <b>fundamental freedoms, democracy, rule of law, cultural diversity, non-discrimination</b> , 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>PARAGRAPH #39-55</b>	<b>PARAGRAPH #39-55</b>
... ..... ...	<b>This section of the text is long and repetitive. It can be rearranged by first mentioning items that apply to all levels and strands of education and then limiting the specific recommendation to each level to what will be concretely monitored in the future. It should not become a wish list of nice things to have.</b>
<b>PARAGRAPH #44</b>	<b>PARAGRAPH #44</b>
Within these approaches, learner-centred pedagogies should be leveraged to integrate the cognitive, social and emotional and action-orientated components of transformative learning..	Within these approaches, learner-centred pedagogies should be leveraged to integrate the cognitive, social and emotional and <b>citizenship and participative</b> action-orientated components of transformative learning.
<b>PARAGRAPH #45</b>	<b>PARAGRAPH #45</b>
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	Higher education can provide <b>the research and knowledge base</b> to promote and safeguard peace, human rights, <b>fundamental freedoms, active citizenship and</b> sustainable development in a number of ways, <b>including through the democratic and societal outreach missions of HEIs</b> . It can equip learners with the <b>knowledge, skills, attitudes</b> , values, <del>attitudes,</del> <del>knowledge, skills</del> and motivation to engage <b>and take active responsibility</b> in society, foster critical thinking, encourage the use of scientific and

<p>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</p>	<p>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 <b>and democratic decision-making</b>, bridge diverse communities, redress inequalities, build peace, promote sustainability and foster <b>active local and global citizenship</b></p>
<p><b>PARAGRAPH #47</b></p>	<p><b>PARAGRAPH #47</b></p>
<p>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. ..... ...</p>	<p>HEIs, and universities in particular, need strong ethical principles and values <b>of integrity</b>, so that learners receive an ethical grounding while respecting their <b>intellectual freedom</b> that leads them to strive for <b>active citizenship</b>, sustainability and inclusion in their activities as the workforce <b>and democratic decision-makers</b> of the future. To achieve this, study programmes must include interdisciplinary and transdisciplinary approaches, including critical thinking and holistic <b>and humanistic</b> ways of knowing that employ inclusive <b>and interdisciplinary</b> approaches and champion respect for diverse cultures and <b>methods of knowledge acquisition systems</b>, 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 <del>in or</del> throughout their curricula and promote more research in this area.</p>
<p><b>PARAGRAPH #51</b></p>	<p><b>PARAGRAPH #51</b></p>
<p>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.</p>	<p>Open science <b>and open educational resources</b> policies and open access are essential to reflect the diversity of communities and practices, <b>address a wider student population and</b> to advance and support more inclusive and equitable research, <b>teaching and learning</b>.</p>
<p><b>PARAGRAPH #52</b></p>	<p><b>PARAGRAPH #52</b></p>
<p>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</p>	<p>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, <b>knowledge and understanding, as well as</b> <del>and</del> agency to actively participate in social, economic and cultural transformations for greater peace, human rights, sustainable development and <b>active</b> global citizenship for all. This can be achieved by</p>



<p>promoting international solidarity and principles of inclusion, equality - including gender equality -, respect for cultural diversity, sustainable consumption and production, environmental consciousness and active citizenship.</p>	<p>promoting international solidarity and principles of inclusion, equality - including gender equality -, respect for cultural diversity, sustainable consumption and production, environmental consciousness and active citizenship.</p>
<p><b>ANNEX I WITH REFERENCES</b></p>	<p><b>ANNEX I WITH REFERENCES</b></p>
	<p>Please add the following guiding documents</p> <ul style="list-style-type: none"> <li>- Education 2030 Framework for Action 2030 (2015)</li> <li>- UNESCO Recommendation on Open Educational Resources (2019)</li> <li>- UNESCO World Declaration on Education For Sustainable Development, Berlin, May 2021</li> <li>- ILO/UNESCO Recommendation concerning the Status of Teachers (1966 )</li> <li>- UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997)</li> <li>- UNESCO/OECD Guidelines in Quality Provision of Cross-Border Higher Education (2005)</li> </ul>

## **Belgium's Comments on the First Draft of the Revised 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms**

Dear Madam,  
Dear Sir,

Referring to the [circular letter CL/4401](#) from the Director-General, the Belgian Delegation hereby sends you the Belgian comments and observations regarding the first draft of the revised 1974 Recommendation.

As you will notice, Belgium and its communities express their deepest concerns regarding this draft and cannot agree on any decline with regards to Human Rights issues.

Therefore, the submission of comments and observations regarding this draft does not preempt a Belgian approval of a finalized version.

Kind regards,

Permanent Delegation of Belgium to UNESCO



CANADA / CANADA

## TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

### MEMBER STATE: CANADA

#### GENERAL COMMENTS ON THE INSTRUMENT:

##### Human Rights and Fundamental Freedoms

- The term “fundamental freedoms” should be maintained in the title of the Recommendation and in relevant paragraphs (notably paragraphs 2,4,6,19, 38 and 44). It is particularly relevant in the context of this Recommendation, considering that its main purpose is to underline the role of education in promoting human rights and fundamental freedoms.
- Moreover, the provisions related to the right to education in both the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights include a clear reference to the strong link between human rights and fundamental freedoms. *ICCPR Art 13: 1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms.*

##### Indigenous Peoples

- Canada has a strong preference to capitalize all references to Indigenous Peoples. This is in line with the approach supported by Canada (and a bloc of countries) in the latest Human Rights Council and UN General Assembly resolutions on the right of Indigenous Peoples to secure that capitalization of “Indigenous” and “Indigenous Peoples” throughout the text. Capitalization of “Indigenous” has become a common practice in the context of the United Nations Declaration on the Rights of Indigenous Peoples. It is a sign of respect for Indigenous nations, much like it is when referring to Spanish, English, and French.
- Canada has a strong preference to include UNDRIP reference where it is affirmed that Indigenous Peoples “have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights, and international human rights law.”
- At Art. 3, also include that they “have the right to self-determination. By virtue of that right, they freely determine their political status and freely pursue their economic, social, and cultural development.” The right of Indigenous Peoples to education is also set out in Articles 14 and 15.

##### Wellbeing

- Canada would welcome inclusion of the notion of wellbeing, both individual and collective within the Recommendation.

##### Legally Binding Terminology in French and English

- The 1974 Recommendation should not include language that is legally binding or that could be perceived as such, in any of the languages in which it is finalized.
- In English version, Canada recommends **replacing the terms “shall”, “must”, “needs to”** with: “will”, “are expected to”, “intend to” (final word selection may vary on the contextual intent of the paragraph).
- Dans la version française, le Canada recommande de remplacer les termes « doit » et "doivent" par « sont censés créer »

Current text	New Proposed Text
<p><b>Title</b></p> <p><b>Draft Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development</b></p>	<p><b>Title</b></p> <p><b>Draft Recommendation concerning Education for Global Citizenship, Peace, Human Rights, [ADD: Fundamental Freedoms] and Sustainable Development</b></p>
<p><b>Preamble</b></p> <p>“Mindful of the responsibility incumbent on states to ensure the right to education and ensure through education...”</p>	<p><b>Preamble</b></p> <p>Mindful of the responsibility incumbent on states to [DELETE: ensure] [ADD: Promote (or) Protect (or) Respect] 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 [ADD: ,the United Nations Declaration on the Rights of Indigenous Peoples,] 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.</p>
<p><b>Preamble</b></p> <p><i>Acknowledging States’ responsibility to safeguard, fulfil and implement every individual’s right to inclusive, safe and equitable education of good quality,</i></p>	<p><b>Preamble</b></p> <p><i>“Acknowledging States’ responsibility to safeguard, fulfil and implement [ADD: the right to education and that it be inclusive, [ADD: accessible,] safe, equitable, and of good quality for everyone”]</i></p>
<p><b>Preamble</b></p> <p>Acknowledging States’ primary responsibility to promote and ensure human rights education,</p>	<p><b>Preamble</b></p> <p><i>Acknowledging States’ primary responsibility to promote [DELETE: Ensure] human rights education,</i></p>
<p><b>Preamble</b></p>	<p><b>Preamble</b></p>

<p><i>Considering</i> 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</p>	<p><i>Considering</i> 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</p> <p><b>[ADD NEW PARAGRAPH]:</b></p> <p>Reaffirming the commitments of the Women, Peace, and Security Agenda and related resolutions in supporting the participation of women and girls in peace processes, bolstering gender expertise, and recognizing the unique impact of conflict on women and girls' education.</p>
<p><b>Preamble</b></p> <p><i>Recognizing also</i> 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 children, young people and adults,</p>	<p><b>Preamble</b></p> <p><i>Recognizing also</i> 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 <b>[DELETE: ensure]</b> <b>[ADD: Include]</b> the meaningful and effective participation of <b>[ADD: all]</b> children, young people and adults,</p>
<p><b>Preamble</b></p> <p><i>Reaffirming</i> 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,</p>	<p><b>Preamble</b></p> <p>Reaffirming that education <b>[DELETE: shall respect cultural diversity as an intrinsic feature of societies]</b> <b>[ADD: "should nurture respect for cultural pluralism and universal values,]</b> and be directed to promoting understanding, pluralism, respect for diversity and friendly relations and solidarity among all nations <b>[ADD: , peoples]</b> and groups and to furthering multilateralism.</p> <p><i>Note: The word "shall" is legally binding language, reflecting a legal obligation, which is inappropriate in a non-legally binding document.</i></p>

<p><b>Preamble</b></p> <p><i>Also recommends</i> 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) and teacher training programs, 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;</p>	<p><b>Preamble</b></p> <p>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) [ADD: and teacher training programs], 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;</p>
<p><b>Preamble</b></p> <p><i>Further recommends</i> 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.</p>	<p><b>Preamble</b></p> <p>Further recommends that Member States report to it, at such dates and in such manner as [DELETE: shall be] determined on the action taken in pursuance of this Recommendation.</p>
<p><b>I. AIMS (section)</b></p>	<p>[Move “Definitions” section to appear immediately after Preamble, and before “AIMS” section]</p>
<p><b>I. AIMS</b></p> <p>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.</p>	<p><b>I. AIMS</b></p> <p>2. Noting this, the Recommendation aims to guide States in their [DELETE: national] efforts to ensure that education throughout life safeguards human rights [ADD: and fundamental freedoms] and fosters peaceful, just, equal, equitable, inclusive, healthy and sustainable societies for all.</p>
<p><b>I. AIMS</b></p> <p>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:</p>	<p><b>I. AIMS</b></p> <p>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 [ADD: and fundamental freedoms], sustainable development and global citizenship and to foster skills and competencies such as:</p>
<p><b>I. AIMS</b></p> <p>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</p>	<p><b>I. AIMS</b></p> <p>5. Education that fosters these skills should emphasize [ADD: the importance of preventing and addressing] war and all forms of violence. [DELETE: are Unacceptable]. Education should bring every person to understand and</p>

<p>fostering of peace and the promotion and observance of human rights and sustainable development.</p>	<p>assume their responsibilities for the maintenance and fostering of peace and the promotion and observance of human rights and sustainable development.</p>
<p><b>I. AIMS</b></p> <p>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.</p> <p>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.</p>	<p><b>I. AIMS</b></p> <p>6. Education should contribute to international understanding and to the strengthening of human rights <b>[ADD: and fundamental freedoms]</b> and world peace, and to activities in the fight <b>[ADD: , online and offline]</b> against all actions and ideologies inciting hatred, all forms of discrimination and violence, and against racism and all forms of intolerance.</p> <p><b>[IMPROVE CLARITY OF THIS SENTENCE AS IT DOES NOT MAKE SENSE IN CURRENT ENGLISH FORMULATION: Cultural diversity is inseparable from respect for human dignity,]</b> 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 <b>[DELETE: guaranteed by international law].</b></p> <p><i>Note: Human rights exist in international law and states have obligations to respect and protect the rights of individuals, but a “human rights approach” is not something that is included in international law. Canada recommends not using the term “guarantee” when referring to human rights as it might imply an obligation of result, which would contradict either the “progressive realization” aspect of economic, social and cultural rights or the traditionally “negative” conception of civil and political rights as “freedom from” State action</i></p>
<p><b>II. SCOPE</b></p> <p>7e. At all levels, from early childhood care and education, higher education, including technical and vocational education and training (TVET) and adult education.</p>	<p><b>II. SCOPE</b></p> <p>7e. At all levels, from early childhood learning and care and education, <b>[ADD: primary and secondary education, to]</b> higher education, including technical and vocational education and training (TVET) and adult education.</p>



<p><b>III. DEFINITIONS</b>  [Move “Definitions” section to appear immediately after Preamble, and before “AIMS” section]</p> <p>8d. For the purposes of this Recommendation:</p> <p>“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>	<p><b>III. DEFINITIONS</b>  [Move “Definitions” section to appear immediately after Preamble, and before “AIMS” section]</p> <p>8d. For the purposes of this Recommendation:</p> <p>“Global Citizenship” refers to a sense of belonging to a broader human community, <b>[DELETE sharing a destiny on this planet]</b>, 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, equitable, sustainable and peaceful world.</p>
<p><b>III. DEFINITIONS</b></p> <p>8f. “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;</p>	<p><b>III. DEFINITIONS</b></p> <p>8f. “International understanding”, “cooperation” and “peace” <b>[DELETE: 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;]</b> <b>[ADD: should be defined by Article I of the United Nations Charter which aims to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take appropriate measures to strengthen universal peace and to achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion]</b></p> <p><b>The Purposes of the United Nations are:</b></p> <ol style="list-style-type: none"> <li><b>1. To maintain international peace and security, and to that end: to take effective collective measures for the</b></li> </ol>

	<p>prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;</p> <p>2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;</p> <p>3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and</p> <p>4. To be a centre for harmonizing the actions of nations in the attainment of these common ends.</p>
<p>8g. “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;</p>	<p>8g. “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 <b>[DELETE: sharing a common destiny on Earth];</b></p>

#### IV. Guiding Principles

**[GENERAL NOTE: Suggest refinement/reformulation of this section as it is currently drafted as “actions” rather than “principles”]**

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

(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 nondiscrimination, 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) Recognise that national, ethnic, linguistic and religious minorities and indigenous peoples have the right to quality education that is respectful of their identity.....

#### IV. Guiding Principles

**[GENERAL NOTE: Suggest refinement/reformulation of this section as it is currently drafted as “actions” rather than “principles”]**

9. Education that aims to be transformative **[DELETE: must] [ADD: should]** be guided by the following principles:

(b) Commit to **[DELETE: guaranteeing the right of all people to] [ADD: an education that is]** contextually relevant, inclusive, equitable and **[ADD: of good quality,]** **[DELETE: education,]** which promotes human rights and fosters peaceful, just, **[ADD: secure],** equal, equitable, inclusive, **[ADD: democratic,]** healthy and sustainable societies for all;

(c) **[DELETE: Ensure equality of opportunity] [ADD: Promote equity]** 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 **[ADD capitalization: Indigenous Peoples]** should have **[DELETE: 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;

*Note: If the text includes the word “right” then human rights treaty language is needed. UNDRIP (albeit not a treaty) uses the following acceptable language re rights of indigenous peoples re education: Art 14 (1): “Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning”.*

<p><b>(g) Promote the rights and responsibilities...</b></p>	<p>(g) Promote the <b>[DELETE: rights and]</b> responsibilities that individuals, <b>[ADD: peoples]</b> 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;</p>
<p><b>Governance, accountability and partnerships</b></p> <p>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.</p>	<p><b>Governance, accountability and partnerships</b></p> <p>11. Member States should ensure good governance in society and in education, in light of its centrality in <b>[DELETE: safeguarding]</b> <b>[ADD: promoting]</b> 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.</p>
<p>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</p>	<p><b>12. [DELETE: In line with international human rights obligations and commitments and within their legal systems,]</b> Member States should provide financial, administrative and material resources to their maximum availability, including through international assistance and cooperation, and foster the supportive</p>

implement this Recommendation and its follow-up and review.	environment necessary to implement this Recommendation and its follow-up and review.
<p>16. Si les individus et les organismes sont libres de créer et de diriger des établissements d'enseignement, les États membres doivent veiller à ce que ces établissements respectent les normes minimales prescrites ou approuvées par l'État.</p> <p>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.</p>	<p>16. Si les individus et les organismes sont libres de créer et de diriger des établissements d'enseignement, les États membres doivent veiller à ce que ces établissements respectent les normes minimales prescrites ou approuvées par l'État, [AJOUTER : « dans le respect de leurs engagements internationaux».]</p> <p>16. While individuals and bodies are free to establish and direct educational institutions, Member States <del>[DELETE: Must ensure]</del> [ADD: Should intend that] these institutions conform to minimum standards as laid down or approved by the State.</p>
18b. Proposition d'un nouveau paragraphe après le paragraphe	18b. [AJOUTER: Les États membres devraient favoriser l'établissement et le contrôle par les peuples autochtones de leurs propres systèmes et établissements scolaires où l'enseignement est dispensé dans leur propre langue, d'une manière adaptée à leurs méthodes culturelles d'enseignement et d'apprentissage ».]
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.	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 [ADD: and fundamental freedoms] , sustainable development and global citizenship.
24. L'enseignement et l'apprentissage de l'histoire devraient aider à développer une compréhension critique des liens complexes entre le passé, le présent et le futur, ainsi que des séquelles de la violence et de l'exclusion. Pour ce faire, il est nécessaire d'assurer le respect de la vérité historique, d'inciter à considérer les choses sous des angles différents, d'encourager une analyse critique du passé et d'explorer les multiples facteurs et événements qui, au fil du temps, peuvent soit contribuer à la violence et aux tensions, soit favoriser les solidarités entre les pays et en leur sein. L'enseignement et l'apprentissage de l'histoire devrait également inclure l'étude des efforts fructueux de construction de la paix, des	24. L'enseignement et l'apprentissage de l'histoire devraient aider à développer une compréhension critique des liens complexes entre le passé, le présent et le futur, ainsi que des séquelles de la violence et de l'exclusion. Pour ce faire, il est nécessaire d'assurer le respect de la vérité historique, d'inciter à considérer les choses sous des angles différents, d'encourager une analyse critique du passé et d'explorer les multiples facteurs et événements qui, au fil du temps, peuvent soit contribuer à la violence et aux tensions, soit favoriser les solidarités entre les pays et en leur sein. L'enseignement et l'apprentissage de l'histoire devrait également inclure l'étude des efforts fructueux de construction de la paix, AJOUT :

<p>expériences de solidarité et des alternatives pacifiques aux formes violentes de résolution des conflits</p>	<p><b>« de vérité et réconciliation »</b>, des expériences de solidarité et des alternatives pacifiques aux formes violentes de résolution des conflits.</p>
<p>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.</p>	<p>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 <b>[Remove capitalization of Education]</b> 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 <b>[ADD: in all their diversity, including those]</b> with disabilities and/or disadvantages, and to the particular requirements of online learning.</p>
<p>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.</p>	<p>31. In developing teaching and learning materials and resources, a global perspective should be applied, nurturing respect for cultural diversity and universal values, <b>[DELETE: underlining the shared destiny of humanity]</b> 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.</p>
<p>32. 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.</p>	<p>32. Materials and resources should also actively aim to challenge and eradicate underlying prejudices and deep-rooted stereotypes and contribute to overcoming their consequences. <b>[DELETE:, including eventual traumas]</b></p>
<p>35. Member States should support access to life-wide and lifelong learning in a diversity of learning space 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,</p>	<p>35. Member States should support access to life-wide and lifelong learning in a diversity of learning space 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 <b>[DELETE: indigenous]</b> <b>[ADD and capitalize: Indigenous]</b> knowledge and heritage and increasing learners’ exposure</p>

<p>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.</p>	<p>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.</p>
<p>36. Member States need to take action to achieve this, including by:</p> <p>(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;</p> <p>(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;</p>	<p>36. Member States <b>[DELETE: need]</b> <b>[ADD: are expected]</b> to take action to achieve this, including by:</p> <p>(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, ideologically motivated violence in all forms, and harassment motivated by racism, all forms of discrimination, xenophobia or related intolerance, or cultural bias. Environments should be <b>[ADD: intersectionally responsive]</b> <b>[DELETE: culture-, gender- and disability-sensitive]</b> and inclusive, and should embrace anti-discrimination and anti-racist practices, while promoting peace, tolerance, inclusivity, empathy, solidarity and care for the environment;</p> <p>(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 <b>[CAPITALIZE: Indigenous Peoples]</b>, minorities and vulnerable and marginalized groups in teaching and learning programmes, educational administration and policy-making and decision-making activities;</p>
<p>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.</p>	<p>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 <b>[DELETE: standards]</b>, a code of ethical norms, values, and standards to which all education professionals must adhere.</p>
<p>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:</p>	<p>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:</p>



<p>(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;</p>	<p>(a) Motivating educators to commit to human rights <b>[ADD: and fundamental freedoms]</b> , cultural diversity, <b>[DELETE: the fundamental interconnectedness of humanity]</b> 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;</p>
<p>38. (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;</p>	<p>38. (d) Supporting opportunities for collaborating between educators, learners, authorities, <b>[Add Indigenous Peoples,]</b> local communities, parents and caregivers, heritage bearers, and artists...</p>
<p>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.</p>	<p>43. To <b>[DELETE: guarantee]</b> <b>[ADD: Promote]</b> 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.</p>
<p>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</p>	<p>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 <b>[ADD: and fundamental freedoms]</b>, 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</p>



<p>action-orientated components of transformative learning.</p>	<p>integrate the cognitive, social and emotional and action-orientated components of transformative learning.</p>
<p>53. Adult learning and education is recognized as a key component within the right to education and lifelong learning.</p>	<p>53. Adult learning and education is recognized as a key component <b>[DELETE: within the right]</b> of education and lifelong learning.</p>
<p>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:</p>	<p>58. Member States should, <b>[DELETE: in line with international human rights obligations and commitments and]</b> 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:</p>

CHILE / CHILI

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: Chile

<b>GENERAL COMMENTS ON THE INSTRUMENT:</b>
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CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH # 4</b>	<b>PARAGRAPH #4</b>
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;	a) Analytical, critical thinking and understanding: The ability to critically analyse and understand complex and multicultural and <b>multiethnic</b> environments and systems, power dynamics and the interconnections between countries and populations and between local, national, regional and global levels;
<b>PARAGRAPH # 7</b>	<b>PARAGRAPH #7</b>
7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities: (a) For all people of all ages;  (c) In all settings, including formal, non-formal and informal;	7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities: (a) For all people of all ages <b>and from all genders</b>  (c) In all settings, including formal, non-formal and informal <b>and the mix of any setting</b>
<b>PARAGRAPH # 8</b>	<b>PARAGRAPH # 8</b>
(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.	(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, <b>non-discriminatory</b> and peaceful world.
<b>PARAGRAPH #20</b>	<b>PARAGRAPH #20</b>
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.	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, <b>at local level</b> , 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.
<b>PARAGRAPH #24</b>	<b>PARAGRAPH #24</b>
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	24. The teaching and learning of history <b>and social sciences</b> should help to build a critical understanding of the complex relationships between past, present and future and of the legacies of violence and exclusion

<b>PARAGRAPH # 36</b>	<b>PARAGRAPH # 36</b>
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	e) Harnessing the potential of technologies for <b>access and</b> inclusion by creating transformative and inclusive online learning environments, with adequate attention paid to digital empowerment <b>through digital citizenship</b> , cyber safety, security, and accessibility.
“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	“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 for men and women.
<b>PARAGRAPH # 38</b>	<b>PARAGRAPH # 38</b>
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	e) Encouraging and facilitating <b>national and</b> 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
<b>PARAGRAPH # 43</b>	<b>PARAGRAPH # 43</b>
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.	To guarantee education as a human right for all, Member States should make clear commitments and provide infrastructural, <b>financial</b> 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.
<b>PARAGRAPH # 47</b>	<b>PARAGRAPH # 47</b>
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	<b>All types of HEIs</b> 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
<b>PARAGRAPH # 55</b>	<b>PARAGRAPH # 55</b>
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	d) Promoting relevant, non-discriminatory, <b>context-appropriate</b> , 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

**CHINA / CHINE**

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: China

#### GENERAL COMMENTS ON THE INSTRUMENT:

As indicated in the UN Declaration on Human Right and the UN Declaration on the Right to Development, the rights to subsistence and development are rights that every human being should enjoy as considerations of basic dignity, fundamentally significant to their survival and personal development. They are two basic human rights which should be recognized and emphasized in this revision. Also, **It should be highlighted that peace and sustainable development are fundamental for safeguarding human rights, which international understanding education must emphasize.**

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>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:</p> <p>(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;</p>	<p>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:</p> <p>(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, <b>promoting the universal values of humanity, which includes peace, development, equity, justice, democracy and freedom, and respect the diversity of civilizations;</b></p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>(k) Communication skills: The capacity to critically access and use information, to listen with empathy and communicate effectively within and beyond one's group</p>	<p>(k) Communication skills: The capacity to critically access and use information, to listen with empathy and communicate effectively within and beyond one's group <b>on an equal and friendly basis</b></p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>8. For the purposes of this Recommendation:</p> <p>(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.</p>	<p>8. For the purposes of this Recommendation:</p> <p>(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, <b>peaceful and shared world.</b></p>

PARAGRAPH #	PARAGRAPH #
<p>9.Education that aims to be transformative must be guided by the following principles: (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;</p>	<p>9.Education that aims to be transformative must be guided by the following principles: (c) Ensure <b>the right of life</b>, 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;</p>
PARAGRAPH #	PARAGRAPH #
<p>Other instruments</p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948)</li> <li>• Convention on the Political Rights of Women (1953)</li> <li>• Declaration on the Granting of Independence to Colonial Countries and People (1960)</li> <li>• International Convention on the Elimination of All Forms of Racial Discrimination (1965)</li> <li>• International Covenant on Civil and Political Rights (1966)</li> <li>• International Covenant on Economic, Social and Cultural rights (1966)</li> <li>• Declaration on the Elimination of Discrimination against Women (1967)</li> <li>• Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974)</li> <li>• International Convention on the Suppression and Punishment of the Crime of Apartheid (1976)</li> <li>• Convention on the Elimination of All forms of Discrimination Against Women (1981)</li> <li>• Declaration on the Participation of Women in Promoting International Peace and Cooperation (1983)</li> <li>• Convention on the Rights of the Child (1989)</li> <li>• Vienna Declaration and Programme of Action (1993)</li> <li>• Fribourg Declaration on Cultural Rights (1993)</li> <li>• Declaration on the Elimination of Violence Against Women (1993)</li> <li>• Convention on Biological Diversity (1993)</li> <li>• United Nations Framework Convention on Climate Change (1994)</li> <li>• The Beijing Declaration and Platform for Action (1995)</li> <li>• Declaration on a Culture of Peace (1999)</li> </ul>	<p>Other instruments</p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948)</li> <li>• Convention on the Political Rights of Women (1953)</li> <li>• Declaration on the Granting of Independence to Colonial Countries and People (1960)</li> <li>• International Convention on the Elimination of All Forms of Racial Discrimination (1965)</li> <li>• International Covenant on Civil and Political Rights (1966)</li> <li>• International Covenant on Economic, Social and Cultural rights (1966)</li> <li>• Declaration on the Elimination of Discrimination against Women (1967)</li> <li>• Declaration on the Protection of Women and Children in Emergency and Armed Conflict (1974)</li> <li>• International Convention on the Suppression and Punishment of the Crime of Apartheid (1976)</li> <li>• Convention on the Elimination of All forms of Discrimination Against Women (1981)</li> <li>• Declaration on the Participation of Women in Promoting International Peace and Cooperation (1983)</li> <li>• <b>Declaration on the Right of Development (1986)</b></li> <li>• Convention on the Rights of the Child (1989)</li> <li>• Vienna Declaration and Programme of Action (1993)</li> <li>• Fribourg Declaration on Cultural Rights (1993)</li> <li>• Declaration on the Elimination of Violence Against Women (1993)</li> <li>• Convention on Biological Diversity (1993)</li> <li>• United Nations Framework Convention on Climate Change (1994)</li> <li>• The Beijing Declaration and Platform for Action (1995)</li> </ul>

<ul style="list-style-type: none"> <li>• Durban Declaration and Programme of Action - Following the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001)</li> <li>• Convention on the Rights of Persons with Disabilities (2006)</li> <li>• Declaration on the Rights of Indigenous Peoples (2007)</li> <li>• Declaration on Human Rights Education and Training (2011)</li> <li>• Paris Agreement (2015)</li> <li>• Lisboa+21 Declaration on Youth Policies and Programmes (2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Declaration on a Culture of Peace (1999)</li> <li>• Durban Declaration and Programme of Action - Following the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001)</li> <li>• Convention on the Rights of Persons with Disabilities (2006)</li> <li>• Declaration on the Rights of Indigenous Peoples (2007)</li> <li>• Declaration on Human Rights Education and Training (2011)</li> <li>• Paris Agreement (2015)</li> <li>• <i>UN Declaration on the Rights of Peasants and Other People Working in Rural Areas (2018)</i></li> <li>• Lisboa+21 Declaration on Youth Policies and Programmes (2020)</li> </ul>
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# COLOMBIA / COLOMBIE

## APPENDIX 3

### PROPOSED TEMPLATE FOR COMMENTING ON THE TEXT

**MEMBER STATE: Colombia**

#### GENERAL COMMENTS ON THE INSTRUMENT:

In general terms, this recommendation makes it possible to strengthen the processes for guaranteeing the human right to education with quality, relevance, adaptability and flexibility in relation to education for peace and the exercise of human rights.

CURRENT TEXT	PROPOSED NEW TEXT OR COMMENTS
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p><i>Recognizing that peace is not only the absence of conflict, but also requires a positive, inclusive and participatory process in which dialogue and solidarity are encouraged, internal and international conflicts are resolved in a spirit of mutual understanding and cooperation, sustainable development is achieved and the human rights of all are respected,</i></p>	<p><i>Recognizing that peace is not only the absence of conflict, but also requires a positive, inclusive and participatory process in which dialogue and solidarity are encouraged, internal and international conflicts are resolved in a spirit of mutual understanding and cooperation, sustainable development is achieved and the human rights of <b>all persons without exception,</b></i></p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p><i>Reaffirming that education shall respect cultural diversity as an intrinsic characteristic of societies and shall aim at promoting understanding, pluralism, respect for diversity and friendly relations and solidarity among all nations and groups, and promoting multilateralism as enshrined in the United Nations Principles for the Maintenance of Environmental Discrimination, peace, safeguarding human rights and advancing sustainable development,</i></p>	<p><i>Reaffirming that education shall respect and <b>recognize</b> cultural diversity as an intrinsic characteristic of societies and shall aim at promoting understanding, pluralism, respect for diversity and friendly relations and solidarity among all nations and groups, and promoting multilateralism as enshrined in the United Nations Principles for the Maintenance of Environmental Discrimination, peace, safeguarding human rights and advancing sustainable development,</i></p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>4. Specifically, education should aspire to be transformative, seeking to prepare, motivate and</p>	<p>Specifically, education should aspire to be transformative, seeking to prepare, motivate</p>

empower students to make informed decisions and actions to promote peace, human rights, sustainable development and global citizenship and to foster skills and competencies such as:	and empower students to make informed, accountable and autonomous decisions and actions to promote peace, human rights, sustainable development and global citizenship and to foster skills and competencies such as:
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
4. <i>Communication skills:</i> The ability to critically access and use information, listen with empathy, and communicate effectively within and outside the group	<i>Communication skills:</i> The ability to critically access and use information, listen <b>actively</b> and with empathy, and communicate <b>assertively</b> and effectively within and outside the group
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
5. Education that fosters these skills should emphasize that war and all forms of violence are unacceptable. Education must ensure that all people understand and assume their responsibilities for the maintenance and promotion of peace and the promotion and observance of human rights and sustainable development.	Education that fosters these skills must emphasize that war and all forms of violence are unacceptable. Education must ensure that all people understand and assume their responsibilities for the maintenance and promotion of peace, <b>historical memory</b> and the promotion and observance of human rights and sustainable development.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
8. The "human rights-based approach" is a conceptual framework for the sustainable development process that is normatively based on international human rights norms and principles and is operationally aimed at promoting and protecting human rights. It aims to analyse the inequalities at the heart of development problems and to correct discriminatory practices and unfair distributions of power that impede development progress and often result in groups of people being left behind.	The "human rights-based approach" is a conceptual framework for the sustainable development process that is normatively based on international human rights norms and principles and is operationally aimed at promoting, <b>ensuring, respecting</b> and protecting human rights . It aims to analyse the inequalities at the heart of development problems and to correct discriminatory practices and unfair distributions of power that impede development progress and often result in groups of people being left behind.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
8. "Global Citizenship" refers to a sense of belonging to a wider human community, sharing a destiny on this planet, which adds to other senses of belonging. It emphasizes political, economic, social and cultural interdependence and the interconnectedness of the local, national, regional and global, and implies a common global responsibility to build a more just, equal, sustainable and peaceful world.	"Global Citizenship" refers to a sense of belonging to a wider human community, sharing a destiny on this planet, which adds to other senses of belonging. It emphasizes <b>historical</b> , political, economic, social and cultural interdependence and the interconnectedness of the local, national, regional and global, and implies a common global responsibility to build a more just, equal, sustainable and peaceful world .
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
8. "Culture of peace" means a set of values, attitudes, traditions and modes of behaviour and ways of life based on the full understanding and promotion of all human rights and fundamental freedoms;	"Culture of peace" is a set of values, attitudes, traditions and modes of behaviour and ways of life based on the full understanding and promotion of all human rights and fundamental freedoms, international humanitarian law, the prevention of violence and the peaceful resolution of conflicts.

<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
9. Recognize that quality education is a common public good and should be accessible to all	Recognize that quality education is a <b>human right and a</b> common public good and must be accessible to all.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
14. Member States should engage in and foster international cooperation, dialogue, and exchange as a key dimension of transformative education that supports the building of peaceful, just, egalitarian, equitable, inclusive, healthy, and sustainable societies. This will require the development of relevant curricula and the dissemination of effective practices at various levels, taking into account national contexts and needs.	Member States should engage in and foster international cooperation, dialogue and exchange as a key dimension of transformative education that supports the building of peaceful, just, egalitarian, equitable, inclusive, healthy and sustainable societies. This will require the development of relevant <b>curriculum designs</b> and the dissemination of effective practices at various levels, taking into account national contexts and needs.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
17. Recognising the role of Member States as duty bearers, civil society, communities, citizens and citizens' groups, including education unions, youth organisations and agencies, as well as children, families and Parents should participate cooperatively in the process of governance, policy-making, and monitoring, evaluation, and reporting with due respect for each other's roles and mutual accountability.	Recognising the role of Member States as guarantors <b>of rights</b> , civil society, communities, citizens and citizens' groups, including education unions, youth organisations and agencies, as well as children, families and Parents should participate cooperatively in the process of governance, policy-making, and monitoring, evaluation, and reporting with due respect for each other's roles and mutual accountability.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
19. Member States should endeavour to ensure that educational activities aimed at the objectives of this Recommendation are coordinated and form a coherent whole within the curricula for the different levels and types of education, knowledge, learning and formation. This can include the integration of peace education, human rights, sustainable development and global citizenship.	Member States should endeavour to ensure that educational activities aimed at the objectives of this Recommendation are coordinated and form a coherent whole within <b>curricula</b> for different levels and types of education, knowledge, learning and training. This can include integrating education for peace, <b>health and well-being</b> , human rights, sustainable development and global citizenship.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
22. A transformative approach must be integrated into curricula and across all areas of study and at all levels. In particular, but not exclusively, the teaching of arts, history, geography, science, technology and languages is important for promoting 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 areas of study and their relevance to diverse contexts. These areas of study	A transformative approach must be integrated into <b>curricula</b> and across all areas of study and at all levels. In particular, but not exclusively, the teaching of arts, <b>physical education, recreation and sport</b> , history, geography, science, technology and languages is important for promoting peace, <b>health and well-being</b> , 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 areas of study and their relevance to diverse contexts. These

<p>should cover all domains of learning: cognitive, social and emotional, as well as action-oriented.</p>	<p>areas of study should cover all domains of learning: cognitive, social and emotional, as well as action-oriented.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>23. Teaching and learning history should help 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 multispection, developing critical thinking about the past, and exploring the multiple factors and breaths that, over time, can contribute to violence and tensions, or foster solidarity, between and within countries. History teaching and learning should also include the study of successful peacebuilding efforts, experiences of solidarity, and peaceful alternatives to violent forms of conflict resolution.</p>	<p>The teaching and learning of history and <b>memory</b> should help 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 multispection, developing critical thinking about the past, and exploring the multiple factors and breaths that, over time, can contribute to violence and tensions, or foster solidarity, between and within countries. History teaching and learning should also include the study of successful peacebuilding efforts, experiences of solidarity, and peaceful alternatives to violent forms of conflict resolution.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>28. Performance appraisal, in both formal and non-formal learning settings, should be trustworthy, credible, transparent, valid, reliable, objective, and culturally inclusive and responsive. It should cover the cognitive domains of learning, including systemic and interdisciplinary knowledge, as well as social, emotional and action learning, values and attitudes, and the ability to assess and apply knowledge in ways that occur. that strengthen peace, human rights, sustainable development and global citizenship. In non-formal settings, assessment focuses on making learning and learning processes visible and supporting the continuous development of learners.</p>	<p>Performance appraisal, in both formal and non-formal learning environments, must be trustworthy, 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, emotional and action learning, values and attitudes, and the ability to assess and apply knowledge in ways that occur. that strengthen peace, <b>health and well-being</b>, human rights, sustainable development and global citizenship. In non-formal settings, assessment focuses on making learning and learning processes visible and supporting the continuous development of learners.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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, rights and sustainability.</p>	<p>Learning spaces and environments, encompassing both face-to-face <b>educational practice</b> and online learning platforms, contribute significantly to relevant quality education, and must be created and maintained to promote the full development of human potential and a culture of peace, rights and sustainability.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>35. Member States should support access to lifelong and lifelong learning in a variety of learning spaces and environments (including public spaces, workplaces, Community institutions, scientific and cultural institutions and local contexts, such as</p>	<p>Member States should support access to lifelong and lifelong learning in a variety of learning spaces and environments (including public spaces, workplaces, community institutions, <b>homes</b>, scientific and cultural institutions and local</p>

<p>parks and streets, etc.) in order to expand access and enrich the experience of transformative education. This should include affirming indigenous knowledge and heritage and increasing learners' exposure to the 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 expand meaningful learning opportunities.</p>	<p>contexts such as parks and streets, etc.) in order to expand access and enrich the experience of transformative education. This should include affirming indigenous knowledge and heritage and increasing learners' exposure to the 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 expand meaningful learning opportunities.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>36. Promote democratic learning environments that give space for the voices and contributions of students, including children and youth, in co-creating safe spaces that foster healthy relationships and model principles of inclusion, equity, safety, well-being.</p>	<p>Promote democratic learning environments that give space for the voices and contributions of <b>all students</b>, in the co-creation of safe spaces that foster healthy relationships, <b>develop</b> and model principles of inclusion, equity, safety, well-being.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>41. Early childhood care, development and education programmes should be culturally and linguistically appropriate; relevant in ways that foster inclusive learning, literacy and conceptual development; empower children as rights holders and value the voice and uniqueness of each child; recognize the fundamental role of play and quality social interactions for freedom of choice and expression, confidence, self-esteem, agency and autonomy. ECCE should also foster security and a sense of trust, empathy and belonging within communities in a multicultural world.</p>	<p>Early childhood care, development and education programmes should be culturally and linguistically appropriate; relevant in ways that foster inclusive learning, literacy and conceptual development; empower children as rights holders and value the voice and uniqueness of <b>each child</b>; recognize the fundamental role of play, <b>art, literature, exploration of the medium</b> and quality social interactions for freedom of choice and expression, confidence, self-esteem, agency and autonomy. ECCE should also foster security and a sense of trust, empathy and belonging within communities in a multicultural world.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>57. Review processes should be participatory and inclusive and ensure the meaningful and effective participation of all stakeholders to enhance learning processes and ensure that they foster international understanding and a culture of peace, human rights, sustainable development and global citizenship. They should encourage national and international collaboration, including through peer reviews. Actors to be involved include national and local governments, municipalities, independent human rights institutions, civil societies and non-governmental organizations, educators, parents and students, education unions, researchers and academics, the private sector. and other relevant stakeholders.</p>	<p>Review processes should be participatory and inclusive and ensure the meaningful and effective participation of all stakeholders to enhance learning processes and ensure that they foster international understanding and a culture of peace, <b>health and well-being</b>, human rights, sustainable development and global citizenship. They should encourage national and international collaboration, including through peer reviews. Actors to be involved include national and local governments, municipalities, independent human rights institutions, civil societies and non-governmental organizations, educators, parents and students, education unions, researchers and academics, the private sector. and other relevant stakeholders.</p>

### APÉNDICE 3

## PLANTILLA PROPUESTA PARA FORMULAR OBSERVACIONES SOBRE EL TEXTO

ESTADO MIEMBRO: Colombia

#### OBSERVACIONES GENERALES SOBRE EL INSTRUMENTO:

En términos generales esta recomendación permite fortalecer los procesos para la garantía del derecho humano de educación con calidad, pertinencia, adaptabilidad y flexibilidad en lo relacionado con la educación para la paz y el ejercicio de los derechos humanos.

TEXTO ACTUAL	NUEVO TEXTO O COMENTARIOS PROPUESTOS
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
<p><i>Reconociendo que la paz no es sólo la ausencia de conflicto, sino que también requiere un proceso positivo, inclusivo y participativo en el que se alienten el diálogo y la solidaridad, se resuelvan los conflictos internos e internacionales en un espíritu de comprensión y cooperación mutuas, se logre el desarrollo sostenible y se respeten los derechos humanos de todos,</i></p>	<p><i>Reconociendo que la paz no es sólo la ausencia de conflicto, sino que también requiere un proceso positivo, inclusivo y participativo en el que se alienten el diálogo y la solidaridad, se resuelvan los conflictos internos e internacionales en un espíritu de comprensión y cooperación mutuas, se logre el desarrollo sostenible y se respeten los derechos humanos de <b>todas las personas sin excepción,</b></i></p>
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
<p><i>Reafirmando que la educación respetará la diversidad cultural como característica intrínseca de las sociedades y tendrá por objeto promover la comprensión, el pluralismo, el respeto de la diversidad y las relaciones de amistad y solidaridad entre todas las naciones y grupos, y promover el multilateralismo consagrado en los principios de las Naciones Unidas para el mantenimiento de la discriminación por el medio ambiente; de la paz, la salvaguardia de los derechos humanos y el avance del desarrollo sostenible,</i></p>	<p><i>Reafirmando que la educación respetará <b>y reconocerá</b> la diversidad cultural como característica intrínseca de las sociedades y tendrá por objeto promover la comprensión, el pluralismo, el respeto de la diversidad y las relaciones de amistad y solidaridad entre todas las naciones y grupos, y promover el multilateralismo consagrado en los principios de las Naciones Unidas para el mantenimiento de la discriminación por el medio ambiente; de la paz, la salvaguardia de los derechos humanos y el avance del desarrollo sostenible,</i></p>



PÁRRAFO #	PÁRRAFO #
4. Específicamente, la educación debe aspirar a ser transformadora, buscando preparar, motivar y empoderar a los estudiantes para que tomen decisiones y acciones informadas para promover la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial y para fomentar habilidades y competencias tales como:	Específicamente, la educación debe aspirar a ser transformadora, buscando preparar, motivar y empoderar a los estudiantes para que tomen decisiones y acciones informadas, <b>responsables y autónomas</b> para promover la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial y para fomentar habilidades y competencias tales como:
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
4. <i>Habilidades de comunicación:</i> La capacidad de acceder críticamente y usar la información, escuchar con empatía y comunicarse de manera efectiva dentro y fuera del grupo	<i>Habilidades de comunicación:</i> La capacidad de acceder críticamente y usar la información, escuchar <b>activamente</b> y con empatía y comunicarse de manera <b>asertiva</b> y efectiva dentro y fuera del grupo
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
5. La educación que fomente estas habilidades debe enfatizar que la guerra y todas las formas de violencia son inaceptables. La educación debe hacer que todas las personas comprendan y asuman sus responsabilidades en cuanto al mantenimiento y el fomento de la paz y la promoción y observancia de los derechos humanos y el desarrollo sostenible.	La educación que fomente estas habilidades debe enfatizar que la guerra y todas las formas de violencia son inaceptables. La educación debe hacer que todas las personas comprendan y asuman sus responsabilidades en cuanto al mantenimiento y el fomento de la paz, <b>la memoria histórica</b> y la promoción y observancia de los derechos humanos y el desarrollo sostenible.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
8. El "enfoque basado en los derechos humanos" es un marco conceptual para el proceso de desarrollo sostenible que se basa normativamente en las normas y principios internacionales de derechos humanos y está dirigido operacionalmente a promover y proteger los derechos humanos. Su objetivo es analizar las desigualdades que se encuentran en el centro de los problemas de desarrollo y corregir las prácticas discriminatorias y las distribuciones injustas del poder que impiden el progreso del desarrollo y a menudo dan lugar a que grupos de personas se queden atrás.	El "enfoque basado en los derechos humanos" es un marco conceptual para el proceso de desarrollo sostenible que se basa normativamente en las normas y principios internacionales de derechos humanos y está dirigido operacionalmente a promover, <b>garantizar, respetar</b> y proteger los derechos humanos. Su objetivo es analizar las desigualdades que se encuentran en el centro de los problemas de desarrollo y corregir las prácticas discriminatorias y las distribuciones injustas del poder que impiden el progreso del desarrollo y a menudo dan lugar a que grupos de personas se queden atrás.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
8. "Ciudadanía Global" se refiere a un sentido de pertenencia a una comunidad humana más amplia, compartiendo un destino en este planeta, que se suma a otros sentidos de pertenencia. Hace hincapié en la interdependencia política, económica, social y cultural y la interconexión entre lo local, lo nacional, lo regional y lo mundial, e implica una responsabilidad mundial común para	"Ciudadanía Global" se refiere a un sentido de pertenencia a una comunidad humana más amplia, compartiendo un destino en este planeta, que se suma a otros sentidos de pertenencia. Hace hincapié en la interdependencia <b>histórica</b> , política, económica, social y cultural y la interconexión entre lo local, lo nacional, lo regional y lo mundial, e implica una responsabilidad mundial común para



construir un mundo más justo, igualitario, sostenible y pacífico	construir un mundo más justo, igualitario, sostenible y pacífico
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
8. "Cultura de paz" es un conjunto de valores, actitudes, tradiciones y modos de comportamiento y modos de vida basados en la plena comprensión y promoción de todos los derechos humanos y libertades fundamentales;	"Cultura de paz" es un conjunto de valores, actitudes, tradiciones y modos de comportamiento y modos de vida basados en la plena comprensión y promoción de todos los derechos humanos y libertades fundamentales, <b>el derecho internacional humanitario, la prevención de las violencias y la resolución pacífica de conflictos.</b>
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
9. Reconocer que la educación de calidad es un bien público común y debe ser accesible para todos	Reconocer que la educación de calidad es un <b>derecho humano y un</b> bien público común y debe ser accesible para todos.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
14. Los Estados Miembros deben participar y fomentar la cooperación, el diálogo y el intercambio internacionales como una dimensión clave de la educación transformadora que apoya la construcción de sociedades pacíficas, justas, igualitarias, equitativas, inclusivas, saludables y sostenibles. Para ello será necesario elaborar planes de estudio pertinentes y difundir prácticas eficaces a diversos niveles, teniendo en cuenta los contextos y las necesidades nacionales.	Los Estados Miembros deben participar y fomentar la cooperación, el diálogo y el intercambio internacionales como una dimensión clave de la educación transformadora que apoya la construcción de sociedades pacíficas, justas, igualitarias, equitativas, inclusivas, saludables y sostenibles. Para ello será necesario elaborar <b>diseños curriculares</b> pertinentes y difundir prácticas eficaces a diversos niveles, teniendo en cuenta los contextos y las necesidades nacionales.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
17. Reconociendo el papel de los Estados miembros como garantes de deberes, la sociedad civil, las comunidades, los ciudadanos y los grupos de ciudadanos, incluidos los sindicatos de la educación, las organizaciones y agencias juveniles, así como los niños, las familias y los padres, deberían participar en cooperación en el proceso de gobernanza, formulación de políticas y monitoreo, evaluación y presentación de informes con el debido respeto por las funciones de cada uno y la responsabilidad mutua.	Reconociendo el papel de los Estados miembros como garantes <b>de derechos</b> , la sociedad civil, las comunidades, los ciudadanos y los grupos de ciudadanos, incluidos los sindicatos de la educación, las organizaciones y agencias juveniles, así como los niños, las familias y los padres, deberían participar en cooperación en el proceso de gobernanza, formulación de políticas y monitoreo, evaluación y presentación de informes con el debido respeto por las funciones de cada uno y la responsabilidad mutua.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
19. Los Estados miembros deberían esforzarse por garantizar que las actividades educativas orientadas a los objetivos de la presente Recomendación se coordinen y formen un conjunto coherente dentro de los planes de estudio para los diferentes niveles y tipos de educación, conocimiento, aprendizaje y formación. Esto puede incluir la integración de la educación para la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial.	Los Estados miembros deberían esforzarse por garantizar que las actividades educativas orientadas a los objetivos de la presente Recomendación se coordinen y formen un conjunto coherente dentro de los <b>currículos</b> para los diferentes niveles y tipos de educación, conocimiento, aprendizaje y formación. Esto puede incluir la integración de la educación para la paz, <b>la salud y el bienestar</b> , los derechos humanos, el desarrollo sostenible y la ciudadanía mundial.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>

<p>22. Un enfoque transformador debe integrarse en los planes de estudio y en todas las áreas de estudio y en todos los niveles. En particular, pero no exclusivamente, la enseñanza de las artes, la historia, la geografía, las ciencias, la tecnología y los idiomas es importante para promover la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial. También se necesitan enfoques holísticos, multidisciplinarios, interdisciplinarios y transdisciplinarios para explorar, desde múltiples perspectivas, las relaciones entre estas áreas de estudio y su relevancia para diversos contextos. Estas áreas de estudio deben cubrir todos los dominios del aprendizaje: el cognitivo, social y emocional, así como el orientado a la acción.</p>	<p>Un enfoque transformador debe integrarse en los currículos y en todas las áreas de estudio y en todos los niveles. En particular, pero no exclusivamente, la enseñanza de las artes, la educación física, la recreación y el deporte, la historia, la geografía, las ciencias, la tecnología y los idiomas es importante para promover la paz, la salud y el bienestar, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial. También se necesitan enfoques holísticos, multidisciplinarios, interdisciplinarios y transdisciplinarios para explorar, desde múltiples perspectivas, las relaciones entre estas áreas de estudio y su relevancia para diversos contextos. Estas áreas de estudio deben cubrir todos los dominios del aprendizaje: el cognitivo, social y emocional, así como el orientado a la acción.</p>
<p><b>PÁRRAFO #</b></p>	<p><b>PÁRRAFO #</b></p>
<p>23. La enseñanza y el aprendizaje de la historia deben ayudar a construir una comprensión crítica de las complejas relaciones entre el pasado, el presente y el futuro y de los legados de la violencia y la exclusión. Esto requiere mantener la precisión histórica, promover la multiperspección, desarrollar el pensamiento crítico sobre el pasado y explorar los múltiples factores y respiraciones que, con el tiempo, pueden contribuir a la violencia y las tensiones, o fomentar la solidaridad, entre y dentro de los países. La enseñanza y el aprendizaje de la historia también deben incluir el estudio de los esfuerzos exitosos de consolidación de la paz, experiencias de solidaridad y alternativas pacíficas a las formas violentas de resolución de conflictos.</p>	<p>La enseñanza y el aprendizaje de la historia y de la memoria deben ayudar a construir una comprensión crítica de las complejas relaciones entre el pasado, el presente y el futuro y de los legados de la violencia y la exclusión. Esto requiere mantener la precisión histórica, promover la multiperspección, desarrollar el pensamiento crítico sobre el pasado y explorar los múltiples factores y respiraciones que, con el tiempo, pueden contribuir a la violencia y las tensiones, o fomentar la solidaridad, entre y dentro de los países. La enseñanza y el aprendizaje de la historia también deben incluir el estudio de los esfuerzos exitosos de consolidación de la paz, experiencias de solidaridad y alternativas pacíficas a las formas violentas de resolución de conflictos.</p>
<p><b>PÁRRAFO #</b></p>	<p><b>PÁRRAFO #</b></p>
<p>28. La evaluación del desempeño, tanto en entornos de aprendizaje formal como no formal, debe ser confiable, creíble, transparente, válida, confiable, objetiva y culturalmente inclusiva y receptiva. Debe cubrir los dominios cognitivos del aprendizaje, incluido el conocimiento sistémico e interdisciplinario, así como el aprendizaje social, emocional y de acción, los valores y las actitudes, y la capacidad de evaluar y aplicar el conocimiento de manera que se produzca. que fortalezcan la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial. En entornos no</p>	<p>La evaluación del desempeño, tanto en entornos de aprendizaje formal como no formal, debe ser confiable, creíble, transparente, válida, confiable, objetiva y culturalmente inclusiva y receptiva. Debe cubrir los dominios cognitivos del aprendizaje, incluido el conocimiento sistémico e interdisciplinario, así como el aprendizaje social, emocional y de acción, los valores y las actitudes, y la capacidad de evaluar y aplicar el conocimiento de manera que se produzca. que fortalezcan la paz, la salud y el bienestar, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial. En</p>

formales, la evaluación se centra en hacer visibles los procesos de aprendizaje y apoyar el desarrollo continuo de los alumnos.	entornos no formales, la evaluación se centra en hacer visibles los procesos de aprendizaje y apoyar el desarrollo continuo de los alumnos.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
34. Los espacios y entornos de aprendizaje, que abarcan tanto la instrucción presencial como las plataformas de aprendizaje en línea, contribuyen significativamente a una educación de calidad relevante, y deben crearse y mantenerse para promover el pleno desarrollo del potencial humano y una cultura de paz, derechos y sostenibilidad.	Los espacios y entornos de aprendizaje, que abarcan tanto <b>la práctica educativa</b> presencial como las plataformas de aprendizaje en línea, contribuyen significativamente a una educación de calidad relevante, y deben crearse y mantenerse para promover el pleno desarrollo del potencial humano y una cultura de paz, derechos y sostenibilidad.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
35. Los Estados miembros deben apoyar el acceso al aprendizaje permanente y permanente en una diversidad de espacios y entornos de aprendizaje (incluidos los espacios públicos, los lugares de trabajo, las instituciones comunitarias, las instituciones científicas y culturales y los contextos locales, como parques y calles, etc.) con el fin de ampliar el acceso y enriquecer la experiencia de la educación transformadora. Esto debería incluir la afirmación del conocimiento y el patrimonio indígenas y el aumento de la exposición de los educandos a la diversidad de conocimientos, prácticas culturales, experiencias y espacios de aprendizaje, no todos los cuales son formales o explícitos. Las autoridades locales y otras instituciones sociales deberían participar activamente en este esfuerzo por ampliar las oportunidades de aprendizaje significativo.	Los Estados miembros deben apoyar el acceso al aprendizaje permanente y permanente en una diversidad de espacios y entornos de aprendizaje (incluidos los espacios públicos, los lugares de trabajo, las instituciones comunitarias, <b>los hogares</b> , las instituciones científicas y culturales y los contextos locales, como parques y calles, etc.) con el fin de ampliar el acceso y enriquecer la experiencia de la educación transformadora. Esto debería incluir la afirmación del conocimiento y el patrimonio indígenas y el aumento de la exposición de los educandos a la diversidad de conocimientos, prácticas culturales, experiencias y espacios de aprendizaje, no todos los cuales son formales o explícitos. Las autoridades locales y otras instituciones sociales deberían participar activamente en este esfuerzo por ampliar las oportunidades de aprendizaje significativo.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
36. Promover entornos de aprendizaje democráticos que den espacio para las voces y contribuciones de los estudiantes, incluidos los niños y los jóvenes, en la creación conjunta de espacios seguros que fomenten relaciones saludables y modelen principios de inclusión, equidad, seguridad, bienestar.	Promover entornos de aprendizaje democráticos que den espacio para las voces y contribuciones de <b>todos los y las estudiantes</b> , en la creación conjunta de espacios seguros que fomenten relaciones saludables, <b>desarrolle</b> y modelen principios de inclusión, equidad, seguridad, bienestar.
<b>PÁRRAFO #</b>	<b>PÁRRAFO #</b>
41. Los programas de atención, desarrollo y educación de la primera infancia deben ser cultural y lingüísticamente apropiados; pertinentes en formas que fomenten el aprendizaje inclusivo, la alfabetización y el desarrollo conceptual; empoderar a los niños como titulares de derechos y valorar la voz y la singularidad de cada niño; reconocer el papel fundamental del juego y de las	Los programas de atención, desarrollo y educación de la primera infancia deben ser cultural y lingüísticamente apropiados; pertinentes en formas que fomenten el aprendizaje inclusivo, la alfabetización y el desarrollo conceptual; empoderar a los niños como titulares de derechos y valorar la voz y la singularidad de cada niño; reconocer el papel fundamental del juego, <b>el arte</b> ,

<p>interacciones sociales de calidad para la libertad de elección y expresión, la confianza, la autoestima, Agencia y autonomía. La AEPI también debe fomentar la seguridad y el sentido de confianza, empatía y pertenencia dentro de las comunidades en un mundo multicultural.</p>	<p>la literatura, la exploración del medio y de las interacciones sociales de calidad para la libertad de elección y expresión, la confianza, la autoestima, Agencia y autonomía. La AEPI también debe fomentar la seguridad y el sentido de confianza, empatía y pertenencia dentro de las comunidades en un mundo multicultural.</p>
<p><b>PÁRRAFO #</b></p>	<p><b>PÁRRAFO #</b></p>
<p>57. Los procesos de revisión deben ser participativos e inclusivos y garantizar la participación significativa y efectiva de todas las partes interesadas para mejorar los procesos de aprendizaje y garantizar que fomenten la comprensión internacional y una cultura de paz, derechos humanos, desarrollo sostenible y ciudadanía mundial. Deben alentar la colaboración nacional e internacional, incluso mediante exámenes entre homólogos. Los actores que deben participar incluyen gobiernos nacionales y locales, municipios, instituciones independientes de derechos humanos, sociedades civiles y organizaciones no gubernamentales, educadores, padres y estudiantes, sindicatos de educación, investigadores y académicos, el sector privado. y otras partes interesadas pertinentes.</p>	<p>Los procesos de revisión deben ser participativos e inclusivos y garantizar la participación significativa y efectiva de todas las partes interesadas para mejorar los procesos de aprendizaje y garantizar que fomenten la comprensión internacional y una cultura de paz, salud y bienestar, derechos humanos, desarrollo sostenible y ciudadanía mundial. Deben alentar la colaboración nacional e internacional, incluso mediante exámenes entre homólogos. Los actores que deben participar incluyen gobiernos nacionales y locales, municipios, instituciones independientes de derechos humanos, sociedades civiles y organizaciones no gubernamentales, educadores, padres y estudiantes, sindicatos de educación, investigadores y académicos, el sector privado. y otras partes interesadas pertinentes.</p>

DEMOCRATIC REPUBLIC  
OF THE CONGO /  
RÉPUBLIQUE  
DÉMOCRATIQUE DU  
CONGO

OBSERVATIONS DE LA REPUBLIQUE DEMOCRATIQUE DU CONGO SUR LE  
 PROJET DE LA RECOMMANDATION REVISEE SUR L'EDUCATION POUR LA  
 COMPREHENSION, LA COOPERATION ET LA PAIX INTERNATIONALES ET  
 L'EDUCATION RELATIVE AUX DROITS DE L'HOMME ET AUX LIBERTES  
 FONDAMENTALES (RECOMMANDATION DE 1974)

PAYS MEMBRE : **REPUBLIQUE DEMOCRATIQUE DU CONGO**

**COMMENTAIRE GENERAL CONCERNANT LE PROJET DE L'INSTRUMENT  
 REVISE**

La République Démocratique du Congo a le réel plaisir d'envoyer ses observations conformément à la lettre circulaire de la Directrice Générale de l'UNESCO adressée aux ministres des Etats membres ayant l'Education dans leurs attributions.

Par la même occasion, la République Démocratique du Congo félicite la Directrice Générale pour le processus de consultation inclusif, participatif et transparent qui a précédé la rédaction de la révision de ladite Recommandation par un groupe d'experts issus des divers domaines, régions et horizons professionnels hormis les consultations internes et thématiques qui ont été organisées.

En effet, se fondant sur l'intégralité du projet du texte sous examen et tenant compte du rapport préliminaire de la Directrice Générale sur les progrès accomplis dans la révision de ladite Recommandation ; les observations de notre pays se feront sur le plan de forme et de fond.

Sur le plan de forme, nous estimons que les règles de légistique tant formelle que matérielle ont été respectées et salue l'initiative du comité d'experts qui a rédigé le projet, en réduisant le nombre de sections qui passe de dix à sept. Ceci est de nature à rendre le texte plus clair, précis et concis et permettra aux Etats membres de prendre des mesures idoines en vue de mettre en œuvre ladite Recommandation après son adoption par la Conférence Générale de l'UNESCO au mois de novembre 2023.

Dans le même ordre d'idées, nous appuyons la reformulation de l'intitulé de la Recommandation telle que proposée par le comité de rédaction dont le titre se lirait comme suit : « **Recommandation sur l'éducation à la citoyenneté mondiale, à la paix, aux droits de l'homme et au développement durable** ».

Sur le plan de fond, nous souhaiterions attirer l'attention de la Directrice Générale sur les éléments libellés dans le tableau ci-dessous :

Projet du Texte révisé	Observations de la RDC
Paragraphe	Paragraphe
Dans la troisième section relative aux définitions	La République Démocratique du Congo après avoir constaté que le terme « <b>éducation de qualité</b> » a été utilisé à plusieurs égards alors que le comité de rédaction ne lui a pas donné un contenu même approximatif ; estime que ce terme mérite aussi d'être bien défini, circonscrit en vue d'éviter que certains Etats

	<p>membres n'aient une vision erronée ou une conception restrictive voire minimaliste de son contenu et ce, sans préjudices de la souveraineté reconnue à chaque Etat.</p>
<p>Dans la section 5.1 consacrée aux domaines d'action (les actions requises à l'échelle du système) précisément les lois, politiques et stratégies.</p>	<p>la République Démocratique du Congo estime qu'il serait souhaitable que la Recommandation demande aux Etats membres de s'engager à lutter contre les disparités liées au genre ainsi qu'à celles qui résultent de la différence entre les établissements scolaires et universitaires fréquentés.</p>
<p>Dans la section 5.2 consacrée aux domaines d'action (les actions spécifiques requises par niveau et type d'enseignement) précisément dans l'enseignement supérieur</p>	<p>La République Démocratique du Congo souhaiterait que la Recommandation invite les Etats membres à prendre des dispositions ci-après :</p> <ul style="list-style-type: none"> <li>- Mettre en œuvre des mécanismes appropriés pour lutter contre la fraude dans l'enseignement Supérieur et Universitaire pour ne pas heurter l'application efficace et efficiente des instruments juridiques relatifs à l'enseignement supérieur, notamment la Convention mondiale sur la reconnaissance des qualifications relatives à l'enseignement supérieur ; la Convention révisée sur la reconnaissance des études et des certificats, diplômes, grades et autres titres de l'enseignement supérieur dans les Etats d'Afrique ; la convention régionale sur la reconnaissance des études et des certificats , diplômes et autres titres de l'enseignement supérieur dans les Etats d'Afrique et la recommandation de 1993 sur la reconnaissance des études et des titres de l'enseignement supérieur.</li> </ul>
<p>Dans la sixième section relative au suivi et examen</p>	<p>La République Démocratique propose que la Recommandation prévoie un échéancier à partir duquel les Etats pourront s'évertuer à mettre en œuvre les actions à mener et les activités à réaliser par les Etats membres. A</p>

	<p>l’occasion, prévoir dans le texte une évaluation à mi-parcours en vue de donner aux Etats l’occasion de dresser le rapport des avancées réalisées.</p>
<p>Pour conclure, la République Démocratique du Congo rassure la Direction Générale de sa volonté à ne ménager aucun effort pour qu’après l’adoption de la Recommandation sous examen, chaque instance soit impliquée pour que dans un futur proche, l’impact des objectifs poursuivis soit réel sur l’ensemble de son système éducatif.</p>	



# DENMARK / DANEMARK

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: Denmark

#### GENERAL COMMENTS ON THE INSTRUMENT:

Denmark welcomes the initiative to revise the 1974 recommendation on Education for Global Citizenship, Peace, Human Rights and Sustainable Development. It is important to keep the recommendation up to date in order ensure its future relevance and usefulness. We also commend the opportunity given by the Secretariat to countries and partners to comment on the first draft.

Specifically, Denmark supports the following suggested changes in the revised draft compared to the original recommendation:

- The structure of the recommendation has become more logical and concise.
- Access to – and use of – quality education is central for everyone in all countries.
- Education must be holistic and transformative.
- The references to CSE and well-being as being central in a modern education system.
- A stronger emphasis on equality, both in terms of gender and in other areas.
- Education takes place over the course of a lifetime (e.g. lifelong learning) and can take many different forms (both formal and informal).

#### **Suggestions for overall changes to the revised draft in the remaining period**

However, Denmark also has suggestions on how to further revise the recommendation in the remaining period leading up to the next GC:

- We appreciate the stronger focus on sustainability but we think this could be expanded even further
- We also appreciate the rights-based approach but want to emphasize that certain human rights are universal in nature and can not be modified with reference to culture or other things (e.g. freedom of expression)
- Youth involvement should be emphasized more.
- Even though the ‘communicative aspect’ of the recommendation has already been improved we still think that the overall text could be shortened and some paragraphs made more concise and ‘reader friendly’.

Denmark does not have any suggested changes to specific paragraphs.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH #	PARAGRAPH #

<p>7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:</p> <ul style="list-style-type: none"> <li>(a) For all people of all ages;</li> <li>(b) Delivered in all spaces (family, school, community and workplace);</li> <li>(c) In all settings, including formal, non-formal and informal;</li> </ul> <p style="text-align: center;"><i>[THESE ARE JUST EXAMPLES]</i></p>	
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p style="text-align: center;">...</p> <p style="text-align: center;">.....</p> <p style="text-align: center;">...</p>	
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>

# ECUADOR / ÉQUATEUR

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

**MEMBER STATE: \_\_\_\_\_ ECUADOR \_\_\_\_\_**

**GENERAL COMMENTS ON THE INSTRUMENT:**

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH # 4	PARAGRAPH #
4. (c) <i>Intercultural awareness and respect for diversity and pluralism</i> : 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;	4. (c) <i>Intercultural awareness, respect for diversity and pluralism</i> : The ability to understand, respect the dignity and effectively include all people and cultures, taking into account their needs, perspectives and actions and valuing diverse knowledge systems;
PARAGRAPH # 4	PARAGRAPH #
4. (d) <i>Sense of connectedness and belonging to a common and diverse humanity</i> : 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;	4. (d) <i>Sense of connectedness and belonging to humanity</i> : Understanding humanity as a community that shares a common planet, appreciating the values and responsibilities that accompany that heritage, while embracing and respecting differences and allowing similarities to meet;
PARAGRAPH # 4	PARAGRAPH #
4. (f) <i>Self-awareness</i> : 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;	4. (f) <i>Self-awareness</i> : The ability to reflect on personal values, perceptions and actions, as well as on one's role and participation in the local, national, regional and global community;
PARAGRAPH # 4	PARAGRAPH #
4. (j) <i>Media and information literacy and digital skills</i> : 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	4. (j) <i>Media and information literacy and digital skills</i> : The ability to effectively seek, critically evaluate, ethically produce and responsibly disseminate information and knowledge, as well as respond to misinformation, violence, harmful content and online abuse and exploitation, through digital skills, which can help ensure universal and diversified access to information, materials and resources; and (k) <i>Media and information literacy and digital skills</i> : The ability to effectively seek, critically evaluate, ethically produce and responsibly disseminate

	information and knowledge, as well as respond to misinformation, violence, harmful content and online abuse and exploitation, through digital skills, which can help ensure universal and diversified access to information, materials and resources.
<b>PARAGRAPH # 5</b>	<b>PARAGRAPH #</b>
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.	5. Education that fosters these skills should emphasize that war and all forms of violence are unacceptable. Education should lead each individual and the community to understand and assume their responsibilities in maintaining, fostering and demanding peace and the promotion and observance of human rights and sustainable development.
<b>PARAGRAPH # 7</b>	<b>PARAGRAPH #</b>
7. (a) For all people of all ages;	7. (a) For all people of all ages, genders, ethnicities and socioeconomic conditions;
<b>PARAGRAPH # 8</b>	<b>PARAGRAPH #</b>
8. (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.	(i) "Transformative education" implies a co-created teaching-learning process that recognizes and values the diversity of learners in educational settings, removes all barriers to their learning, and motivates and empowers them to make 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.
<b>PARAGRAPH # 9</b>	<b>PARAGRAPH #</b>
9. Education that aims to be transformative must be guided by the following principles:	Revise that all paragraphs are worded in the same way. It is recommended to use a term different than "minorities".
<b>PARAGRAPH # 20</b>	<b>PARAGRAPH #</b>
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.	20. Member States should commit to providing contextualized and self-determined curricula that connect to the concerns and issues that students face in their daily lives, as well as to diverse knowledge systems, in order to enable students to respond to these issues in a collective, collaborative, positive and effective way, through inclusive and equitable learning that does not compromise individuality and contributes to an anti-racist culture in education systems, including in curriculum development.
<b>PARAGRAPH # 21</b>	<b>PARAGRAPH #</b>

<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 23</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 25</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 27</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 28</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 29</b></p>	<p><b>PARAGRAPH #</b></p>

<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 32</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 35</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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</p>	<p>35. Member States should support access to lifelong and life-wide 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 broaden access to and enrich the experience of transformative education. This should include affirming indigenous, Afro and ethnically diverse knowledge and heritage, and increasing students' exposure to the 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 expand opportunities for meaningful learning.</p>
<p><b>PARAGRAPH # 36</b></p>	<p><b>PARAGRAPH #</b></p>
<p>36. (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;</p>	<p>Include afro populations, as well as indigenous peoples.</p>
<p><b>PARAGRAPH # 36</b></p>	<p><b>PARAGRAPH #</b></p>
<p>36. (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</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 38</b></p>	<p><b>PARAGRAPH #</b></p>



<p>38. (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;</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 39</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>It is suggested to replace "young children" with a technical term or age range.</p>
<p><b>PARAGRAPH # 42</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 43</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 44</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 52</b></p>	<p><b>PARAGRAPH #</b></p>

<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH # 55</b></p>	<p><b>PARAGRAPH #</b></p>
<p>55. (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</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>In Spanish, the term 'learners' should be detailed as "estudiantes o educandos"</p>

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

**MEMBER STATE:** Republic of Ecuador – Senescyt.

**GENERAL COMMENTS ON THE INSTRUMENT:**

- In general, the instrument addresses all areas of our interest, for the development aims we seek to achieve. However, we consider as an important areas to incorporate several support areas of improvement that can effectively benefit our countries and our region.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>V. ACTION AREAS</p> <p>V.1. System-wide requirements</p> <p>Laws, policies and strategies (10)</p> <p>(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;</p>	<p>(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>(its inputs or instruments); in all its stages of education.</b></p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>V. ACTION AREAS</p> <p>V.1. System-wide requirements</p> <p>Laws, policies and strategies (10)</p> <p>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;</p>	<p>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, <b>skills</b>, 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, <b>and</b> accreditation, <b>and participatory feedback</b> of qualifications, <b>and</b> prior formal or non-formal learning across borders; and</p>

and	
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>Governance, accountability and partnerships</p> <p>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.</p>	<p>11. Member States should ensure good governance, education, at the internal organizational, and, 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, irresponsible relationship with the environment, 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.</p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>Governance, accountability and partnerships</p> <p>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.</p>	<p>12. In line with international human rights obligations and commitments and within their legal systems, Member States should provide financial, administrative and material resources (human resources should be included) 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.</p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>Governance, accountability and partnerships</p> <p>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.</p>	<p>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, experimentation, research and evaluation and designed to engage the participation of children and young people (It should include the participation of adults and older adults).</p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>

<p>Governance, accountability and partnerships</p> <p>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</p>	<p>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 <b>study, dissemination, application and adaptation</b> that the experiences of educational institutions that have carried out successful programmes in transformative education <del>are studied and disseminated</del></p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>Governance, accountability and partnerships</p> <p>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.</p>	<p>18. Member States should support the provision of information and <b>access mechanisms for</b> 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.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>Curriculum and pedagogy</p> <p>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.</p>	<p>20. Member States should commit to providing contextualized and self-determined curricula that connect with the <b>reality and concerns that</b> facilitate timely solution alternatives to mitigate or solve the problems that society and students <b>face in their daily lives</b> <del>concerns and issues that learners confront in their everyday lives</del>, 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</p>

	and contributes towards an anti-racist culture in education systems, including in curriculum development.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
Curriculum and pedagogy  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.	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, <b>sustainability</b> , 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.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
Curriculum and pedagogy  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. Members 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.	26. To enhance mutual understanding, solidarity and social cohesion, Member States should valorize, respect and enhance the diversity of knowledge systems, ways of expression, <b>reevaluation</b> , 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. Members 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.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
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.	27. Assessment of and for learning should be prioritized in order to strengthen collaboration, cooperation and mutual understanding, identify barriers to learning, enhance learners' <b>conditions</b> , abilities to succeed and develop the reflective capacity of individuals and

<p>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.</p>	<p>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 <b>belonging to rural areas and nationalities, minorities, in a condition of vulnerability and with</b> disabilities and/or disadvantages, and to the particular requirements of online learning.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>Learning and teaching materials and resources</p> <p>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.</p>	<p>29. To meet the needs expressed in this Recommendation, Member States should ensure learners and teachers have access to teaching and learning materials, <b>equipment and technological tools</b> 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.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>Learning environments</p> <p>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.</p>	<p>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, <b>and renewed</b> to promote the full development of human potential and a culture of peace, human rights, and sustainability.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>Educator development (38) (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</p>	<p>(e) Encouraging and facilitating <b>national and</b> 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</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>V.2. Specific requirements per level and type of</p>	



<p>education</p> <p>School education</p> <p>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.</p>	<p>42. <b>Decent</b>, 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.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>School education</p> <p>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.</p>	<p>43. To guarantee education as a human right for all, Member States should make clear commitments and provide <b>conditions, resources</b>, 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.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>Higher education and research</p> <p>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.</p>	<p>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 <b>local and</b> global citizenship.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>Higher education and research</p> <p>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</p>	<p>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, <b>equity</b> and inclusion</p>



<p>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.</p>	<p>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 <b>combating corruption, knowledge of the national reality</b>, 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.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>48. HEIs should contribute to lifelong learning opportunities for all to build awareness and motivate learning <b>with innovate methodologies</b> among different sectors of society about peace, human rights, sustainable development and global citizenship.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>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 <b>local development and</b> professional international cooperation.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>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.</p>	<p>50. Research promotion and dissemination, co-creation and transfer of knowledge, and researchers' public engagement should contribute to lasting peace, human rights, <b>local development</b>, sustainable development and global citizenship. Research should help find innovative solutions to <b>local and</b> 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.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>

<p>VI. FOLLOW-UP AND REVIEW</p> <p>(58)</p> <p>(a) Identify the institutions responsible for implementation, follow-up and review of this Recommendation at the national level;</p>	<p>(a) Identify the institutions responsible for implementation, follow-up <b>and</b> review <b>and evaluation</b> of this Recommendation at the national level;</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>ANNEX II</p> <p>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</p>	<p>ANNEX II</p> <p>Preliminary Report <b>(how often would it be done?)</b> of the Director-General on progress made towards the revision <b>(should be taken into the recommendation also planning, organization and implementation)</b> of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms</p>

# FINLAND / FINLANDE

**ENCLOSURE 3**  
**TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT**

**FINLAND**

**MEMBER STATE:** \_\_\_\_\_

**GENERAL COMMENTS ON THE INSTRUMENT:**

Thank you for this opportunity to contribute with comments from Finland on the first draft of UNESCO's Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development.

Finland welcomes the updating of the 1974 Recommendation in line with Agenda 2030 targets 4.7, 12.8, 13.3, and goal 16, as well as with UN Conventions and Declarations. The original recommendation was ahead of its time and has been a pioneering document for almost 50 years.

Finland is pleased that the draft declaration has a strong human rights-based and a gender-transformative approach, promoting peace, global justice, and citizenship. We also welcome that the Recommendation covers the entire education system and addresses both formal and non-formal education. Civil society and non-governmental organizations, NGO's, and other types of non-formal/informal educators are invaluable complements to the formal education system. These elements should remain prominent in the final version of the instrument. Finland welcomes the draft recommendation's new title and considers that it reflects well the holistic approach and the Agenda2030's sustainable development goals. However, we believe that the language could be further strengthened in some areas, as detailed below in the paragraph sections.

Overall, the draft recommendation has a strong human-rights based approach and it is important that the upcoming commenting rounds do not weaken it. We hope that all the Member States and stakeholders will implement these recommendations to make concrete changes in every day lives. The new chapter on Monitoring and Review is a vital addition to the recommendation. This important aspect should be included in the final text to achieve the ambition and ensure the implementation of the recommendation.

We are pleased to see the active formulation of peace as a positive and participatory process in which individuals work towards building peace on a daily basis, rather than considering peace as just the absence of violence. Finland welcomes the language on anti-racism, indigenous knowledge, legacies of violence and exclusion, critical thinking, media literacy, empathy, dialogue, and transdisciplinary approaches. In addition, the Recommendation is overly descriptive at times and should be shortened.

Finally, while we appreciate the efforts to strengthen the language on sustainability, climate, and the planet in the review, however, this needsd to be further emphasized the Recommendation. In some parts of the Recommendation, it is problematic to mention "sustainable development" in parallel with concepts of peace, human rights, and global citizenship, as these are all aspects of sustainability. The recommendation needs to have a stronger emphasis on ecology, natural resources, planetary boundries and biodiversity.

We look forward to participating in the commenting rounds and hope to see these suggestions reflected in the final version of the recommendation.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH # Preamble</b>	<b>PARAGRAPH # Preamble</b>
Recognizing also that States should create a safe and enabling environment for engaging all relevant	<u>Rephrase to:</u> Recognizing also that States should create a safe and enabling environment for engaging all

<p>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 children<sup>1</sup>, young people and adults,</p>	<p>relevant stakeholders within society in human rights education <b>in education for global citizenship, peace, human rights and sustainable development</b>, 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 children<sup>1</sup>, young people and adults,</p>
<p>Also recommends that Member States bring the Recommendation to the attention of the authorities and bodies responsible for formal, nonformal 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;</p>	<p><u>Rephrase to:</u> Also recommends that Member States bring the Recommendation to the attention of the authorities and bodies responsible for formal, nonformal 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, <b>civil society</b>, associations, teachers' unions and other interested parties;</p>
<p><b>PARAGRAPH # I. AIMS</b></p>	<p><b>PARAGRAPH # I. AIMS</b></p>
<p>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 levels.”</p>	<p><u>Rephrase to:</u> The ultimate aim of this Recommendation is to <del>inspire and empower</del> <b>provide guidance to Member States on how to equip</b> people of all ages with the knowledge, skills, values, and attitudes needed for the full development of human potential and for effective <b>and democratic</b> participation in decision-making processes and actions that advance peace, human rights, sustainable development and global citizenship at individual, community, national and global levels.”</p>
<p>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:</p> <p>(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;</p> <p>(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;</p> <p>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;</p>	<p><u>Rephrase to:</u> 4. Specifically, education should aim to be transformative, seeking to prepare, motivate and empower learners to reflect critically, take informed decisions and actions to promote peace, human rights, sustainable development and global citizenship and to <del>foster</del> <b>develop</b> skills and competencies such as: [...]</p> <p>(a) Analytical, critical thinking and understanding: The ability to critically analyse and understand complex and multicultural environments and systems, power dynamics and <b>to understand how elements interact within and between systems</b> <del>interconnections between countries and populations and between local, national, regional and global levels;</del></p> <p>c) <u>Comment:</u> What does ‘valorizing diverse knowledge systems’ mean in this context?</p> <p>d) Sense of connectedness and belonging to a common and diverse <del>humanity</del> <b>planet:</b> Understanding that all <del>humanity</del> <b>species</b> shares a common planet and <b>respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient and ecosystems</b> <del>appreciating the values</del></p>

	<p>and responsibilities that go along with that heritage, while embracing and respecting the differences as well as the commonalities between all people;</p> <p><u>Comment:</u> A stronger focus on sustainability issues should be embedded in this section. Sustainability competencies have been outlined e.g. in GreenComp: the European sustainability competence framework</p> <p>In addition to sense of connectedness to diverse humanity, we should aim to strengthen the understanding of connectedness of human and the rest of the nature. Understanding this lays the foundation for ecologically sound development, which, in its turn, furthers or even is a prerequisite for peace.</p> <p>This could be formulated to a separate aim of nature relationship or it could be added to the aim 4 d as described above.</p>
<p>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</p>	<p>6. <u>Rephrase to:</u> Education should contribute to-<del>international understanding and to the strengthening</del> <b>global citizenship</b> and <b>to fulfillment of</b> 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.</p>
<p><b>PARAGRAPH # II. SCOPE</b></p>	<p><b>PARAGRAPH # II. SCOPE</b></p>
<p>7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:</p> <p>(a) For all people of all ages;</p> <p>(b) Delivered in all spaces (family, school, community and workplace);</p> <p>(c) In all settings, including formal, non-formal and informal;</p> <p>(d) Using different modalities (e.g. in person, distance and blended ); and</p> <p>(e) At all levels, from early childhood care and education, higher education, including technical and vocational education and training (TVET) and adult education."</p>	<p>7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:</p> <p><u>Rephrase to:</u> (e) At all levels, from early childhood care and education, higher education, including technical and vocational education and training (TVET) <b>education and care (ECEC), basic education, upper secondary general education, higher education, technical and vocational education and training (TVET)</b> and adult education.</p> <p><u>Comment:</u> It is recommended that concept of ' spaces' in 7 b might not be clear and it needs to be clarified. Furthermore, NGO's could be mentioned explicitly.</p>
<p><b>PARAGRAPH # III. DEFINITIONS</b></p>	<p><b>PARAGRAPH # III. DEFINITIONS</b></p>
<p>8 (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,</p>	<p><u>Rephrase to:</u> 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</p>

<p>talents and abilities, attitudes, and knowledge. This process is not limited to any specific level of education, activity or practice</p> <p>8g) “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;</p>	<p>consciously within and for the benefit of the local, national, regional and global communities <b>and ecosystems</b>, the whole of their personal capacities, talents and abilities, attitudes, and knowledge. <del>This process is not limited to any specific level of education, activity or practice.</del> <b>This process covers all levels of education, branches, activities and practices.</b></p> <p>8g) ) “Sustainable development” <del>is development that meets the needs of the present without compromising the ability of future generations to meet their own needs</del> <b>means development that prioritises the needs of all life forms and of the planet by ensuring that human activity does not exceed planetary boundaries.</b> 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;</p>
<p>(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.</p>	<p><u>Rephrase to:</u> (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, <b>ecological</b> 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>
<p>8e) “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;</p>	<p><u>Rephrase to:</u> 8e) 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 <b>including the right to peace</b> and fundamental freedoms;</p>
<p>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</p>	<p><u>Rephrase to:</u> i) “Transformative education” involves co-created teaching and learning that recognizes and valorizes the diversity of learners in educational <b>and dialogical</b> settings, eliminates all barriers to their learning and motivates and empowers them <b>to reflect critically and</b> 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</p>
<p>9. Education that aims to be transformative must be guided by the following principles:...</p> <p>(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</p>	<p><u>Rephrase to:</u> 9. <del>Education that aims to be transformative</del> <b>Transformative education</b> must be guided by the following principles:...</p> <p>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</p>



<p>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</p> <p>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</p> <p>h) Raise awareness of the increasing global interdependence of individuals, societies and countries and cultivate global citizenship;</p>	<p>encourages knowledge of their history, traditions, language and culture, without discrimination of any kind, irrespective of the learner's or his or her <b>learners' or their</b> parent's or legal guardian's race, colour, (sex), <b>gender and sexual orientation</b>, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.</p> <p>g) <u>Comment:</u> Needs to be rephrased. Only individuals have rights.</p> <p>h) Raise awareness of the increasing global interdependence of individuals, societies, <b>natural ecosystems</b> and countries and cultivate global citizenship;</p>
<p><b>PARAGRAPH # V ACTION AREAS, V.1. System-wide requirements</b></p>	<p><b>PARAGRAPH # V ACTION AREAS, V.1. System-wide requirements</b></p>
<p>10. "[...] create science-based and evidence-informed laws, policies, plans and strategies [...]"</p>	<p><u>Rephrase to:</u> 10. "[...] create <del>science-based and evidence-informed</del> <b>science- and evidence-based</b> laws, policies, plans and strategies [...]"</p>
<p>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.</p>	<p><u>Rephrase to:</u> 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 <del>and in a spirit of reciprocity, with respect and consideration given to the views of all stakeholders</del> <b>with all relevant stakeholders</b>. Such programmes should be informed by appropriate evidence, research and evaluation and designed to engage the participation of children and young people.</p> <p><u>Comment:</u> This paragraph can be shortened as dialogue includes the spirit of reciprocity, respect and consideration for the parties involved.</p>
<p>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</p>	<p><u>Comment:</u> Consider deleting this paragraph as it is redundant.</p>
<p>20. Member States should commit to providing contextualized and self-determined curricula that connect</p>	<p><u>Rephrase to</u> 20. Member States should commit to providing contextualized and self-determined <del>curricula</del></p>



<p>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.</p>	<p><b>programs and courses</b> 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.</p>
<p>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, 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.</p>	<p><u>Rephrase to:</u> <del>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.</del> <b>In order to promote peace, human rights, sustainable development and global citizenship, diverse pedagogical approaches should be used in teaching at all levels of education.</b> Holistic, multidisciplinary, interdisciplinary and transdisciplinary approaches are also needed to explore, <del>multiple</del> <b>from cross-curricular</b> 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.</p> <p><u>Comment :</u> List of school subjects is unnecessary.</p>
<p>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, emotional, and behavioural skills conducive to collaboration and mutual understanding.</p>	<p><u>Comment :</u> No need for a separate paragraph for sport. Omit.</p>
<p>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.</p>	<p><u>Rephrase to</u> 24. The teaching and learning of <del>history</del> should help to build a critical understanding of the complex relationships between past, present and future and of the legacies of violence and exclusion <b>using inquiry-based and inclusive teaching.</b> 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 <del>history</del> should also involve the study of successful peace-building endeavours, experiences of solidarity and peaceful alternatives to violent forms of conflict resolution <b>with knowledge-based approach.</b></p> <p><u>Comment :</u> No need to tie this paragraph to a specific subject.</p>
<p>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</p>	<p><u>Rephrase to</u> 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</p>

<p>education and the promotion of diverse perspectives and respect for the rights of minorities and marginalized or disadvantaged groups.</p> <p>Members 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.</p>	<p>education and the promotion of diverse perspectives and respect for the rights of minorities <b>the indigenous rights</b> and <b>other</b> marginalized or disadvantaged groups</p> <p>Members 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. <del>including arts education.</del></p>
<p><b>PARAGRAPH # V ACTION AREAS, Learning environments</b></p>	<p><b>PARAGRAPH # V ACTION AREAS, Learning environments</b></p>
<p>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.</p>	<p><u>Rephrase to</u> 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 <b>global citizenship</b>, peace, human rights, and sustainability.</p>
<p>35. Member States should support access to lifewide 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.</p>	<p><u>Rephrase to</u> 35. Member States should support access to lifewide and lifelong learning in a diversity of learning spaces and environments (including public spaces, <b>virtual spaces</b>, 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, <b>inter-generational learning</b>, 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.</p>
<p>36.</p> <p>(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;</p> <p>[...]</p> <p>(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;</p>	<p><u>Rephrase to</u> 36.</p> <p>(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 <b>and remove barriers to societal participation</b>, while promoting peace, tolerance, inclusivity, empathy, solidarity and care for the environment;</p> <p><u>Rephrase to</u> (c) Promoting learning environments, including online, that recognize the value of intercultural and <b>culturally and linguistically responsive education</b>, including bilingual and multilingual education, represent a genuine balance of interests and recognize cultural identities and heritage in all forms, while avoiding cultural assimilation <b>and appropriation</b>.</p>

	<p>To be added:</p> <p><b>(f) Supporting and encouraging educators to use nature as learning environment, where possible; promoting town/area planners to take into account the accessibility of nature areas from the point of view of schools and early childhood care.</b></p>
<b>PARAGRAPH # V ACTION AREAS, Educator development</b>	<b>PARAGRAPH # V ACTION AREAS, Educator development</b>
38. (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;	<u>Rephrase to</u> 38. (a) Motivating educators to commit to human rights, cultural diversity, the fundamental interconnectedness of humanity <b>and nature</b> 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;
38 (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;	<u>Rephrase to</u> 38 (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, <b>understanding about gender equality, preventing gender-based violence and gender diversity</b> , social and emotional skills and competencies, transformative and inclusive pedagogical expertise, and collaborative and empowering formative assessment skills :
<b>V.2. Specific requirements per level and type of education</b>	<b>V.2. Specific requirements per level and type of education</b>
Heading : Early childhood care and education	<u>Rehphrase to</u> : Early childhood <b>education and care</b>
Heading : School education	<u>Rehphrase to</u> : <b>Basic</b> education
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.	<u>Rephrase to</u> 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 solidarity and principles of inclusion, equality - including gender equality -, respect for cultural diversity, sustainable consumption and production, environmental consciousness and active <b>global</b> citizenship
(53-55) Non-formal and informal education and adult learning	<u>Comment on 53-55:</u> NGO's should be noted here in a text as one environment/space for non-formal and informal education providers.
Paragrah 55	Paragrah 55 <u>to be added:</u>

	<p><b>f) Ensuring access to quality education for all and everywhere, especially in remote areas.</b></p>
<p>55. Such programmes should be designed to empower people to become agents of change and to lead decent lives in terms of health and wellbeing, culture, spirituality and economic participation, and in all other ways that contribute to personal development and dignity. Member States can achieve this by: [...] (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</p>	<p><u>Rephrase to</u> 55. Such programmes should be designed to empower people to become agents of change and to lead decent lives in terms of health and wellbeing, culture, spirituality and <b>social and</b> economic participation, and in all other ways that contribute to personal development and dignity. Member States can achieve this by: [...] (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 <b>and global</b> communities and public debate; and</p>
<p>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.</p>	<p><u>Rephrase to</u> 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 <del>international</del> <b>global</b> 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.</p>
<p><b>PARAGRAPH # VI Follow-up and Review</b></p>	<p><b>PARAGRAPH # VI Follow-up and Review</b></p>
<p>59. To support Member States, UNESCO should:</p> <p>(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.</p>	<p>59. To support Member States, UNESCO should:</p> <p><u>Rephrase to</u> (d) Provide targeted technical assistance for relevant respondents, focal points <b>and other stakeholders</b>, including training and capacitybuilding support, and encourage the creation of national networks of stakeholders and practitioners to contribute to the follow-up and review processes</p> <p><u>to be added:</u></p> <p><b>e) Guarantee high-quality education for the most vulnerable pupils and students.</b></p>

FRANCE / FRANCE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: FRANCE

##### Commentaires généraux sur le projet:

Le projet soumis constitue une nouvelle recommandation plutôt qu'une version révisée de la recommandation de 1974, tant les modifications en termes de forme, de contenu et de longueur sont nombreuses. Des modifications souhaitables sont proposées avec l'ajout d'éléments relatifs au développement durable, aux enjeux numériques et à l'égalité femmes-hommes, comme l'a demandé la Conférence générale. Cependant, d'autres propositions de modifications sont susceptibles de porter atteinte à l'objectif central de la recommandation de 1974, consacrée à l'éducation aux droits de l'homme et aux libertés fondamentales.

1/La suppression de la mention des « libertés fondamentales » dès le titre du projet restreint trop l'ambition du texte et ne saurait, à ce titre, être acceptée. Cette suppression intervient à plusieurs endroits du projet et devrait être réintroduite de manière systématique. De même, la mention de instruments internationaux de protection des droits de l' Homme et des libertés fondamentales devrait être conservée dans les définitions, comme c'était le cas dans la recommandation de 1974 ;

2/ L'allongement du texte répond à un souci d'exhaustivité, mais porte le risque de diluer l'éducation aux droits de l'Homme et aux libertés fondamentales dans un ensemble trop large, et de transformer la recommandation en texte général relatif à l'ensemble des aspects de l'éducation et des politiques éducatives. Afin de ne pas remettre en cause la cohérence du texte, la France n'a pas proposé de suppression de paragraphe, mais encourage vivement à un retour à une longueur équivalente au texte initial, assorti d'un recentrage sur l'éducation aux droits de l'Homme et aux libertés fondamentales ;

3/ Une mise en cohérence des notions et concepts dont il est fait mention paraît également nécessaire afin de permettre la bonne compréhension du texte. A de nombreuses reprises, certaines notions sont désignées sous un lexique différent, ou ne sont pas en conformité avec les derniers textes adoptés sous l'égide de l'UNESCO et des Nations Unies, tels que la Déclaration de Tachkent sur la petite enfance ou la Déclaration de Paris de 2021. Plus encore, certains concepts non définis, ne sauraient trouver leur place dans la recommandation révisée. C'est le cas de la « société saine » qui ne recoupe aucune réalité objective.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
Projet de recommandation sur l'éducation à la citoyenneté mondiale, à la paix, aux droits de l'homme et au développement durable	Projet de recommandation sur l'éducation à la citoyenneté mondiale, à la paix, aux droits de l'Homme, aux libertés fondamentales et au développement durable

<p>La Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture (UNESCO), réunie à Paris, du (...),</p> <p><i>Consciente</i> de la responsabilité qui incombe aux États de garantir le droit à l'éducation et d'atteindre par l'éducation les objectifs énoncés dans la Charte des Nations Unies, l'Acte constitutif de l'UNESCO, la Déclaration universelle des droits de l'Homme et tous les autres instruments internationaux pertinents relatifs aux droits de l'Homme, notamment le Pacte international relatif aux droits civils et politiques, le Pacte international relatif aux droits économiques, sociaux et culturels, la Convention internationale sur l'élimination de toutes les formes de discrimination raciale, la Convention sur l'élimination de toutes les formes de discrimination à l'égard des femmes, la Convention relative aux droits de l'enfant, ainsi que les Conventions de Genève pour la protection des victimes de la guerre du 12 août 1949,</p> <p><i>Sachant</i> que les États sont tenus de protéger, de réaliser et de mettre en œuvre le droit de chaque personne à une éducation de qualité, inclusive, sûre et équitable,</p>	
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<p><i>Reconnaissant</i> que la paix n'est pas simplement l'absence de conflits, mais qu'elle suppose également un processus constructif, inclusif et participatif qui favorise le dialogue et la solidarité, le règlement des conflits internes et internationaux dans un esprit de compréhension mutuelle et de coopération, ainsi que la réalisation du développement durable et la défense des droits humains de chacun,</p> <p><i>Réaffirmant</i> le lien fondamental qui existe entre l'instauration de la paix, des droits de l'Homme, du développement durable et la promotion de l'éducation à la citoyenneté mondiale,</p> <p><i>Sachant</i> également que c'est aux États qu'il incombe au premier chef de promouvoir et d'assurer l'éducation aux droits de l'Homme,</p> <p><i>Reconnaissant également</i> l'importance du Programme de développement durable à l'horizon 2030 des Nations Unies, qui engage les États « à édifier des sociétés pacifiques et justes, où chacun a sa place ; à protéger les droits de l'Homme et à favoriser l'égalité des sexes et l'autonomisation des femmes et des filles ; à protéger durablement la planète et ses ressources naturelles », ainsi que de l'Accord de Paris (2015), qui appelle les pays à « améliorer l'éducation, la formation [...] dans les domaines des changements climatiques »,</p> <p><i>Ayant à l'esprit</i> l'appel à la solidarité morale et intellectuelle formulé dans l'Acte constitutif de l'UNESCO,</p> <p><i>Considérant</i> la responsabilité qui incombe à l'UNESCO d'encourager et de soutenir les États membres dans toute action tendant à assurer l'éducation en vue de faire progresser la paix, les droits de l'Homme, le développement durable et la citoyenneté mondiale,</p> <p><i>Réaffirmant également</i> que l'éducation est un processus qui se déroule tout au long de la vie et qui a pour but de dispenser et de favoriser les connaissances et les compétences nécessaires à la jouissance et à l'exercice des droits de l'Homme dans la vie quotidienne, de renforcer les valeurs, les croyances et les attitudes en faveur des droits de l'Homme, ainsi que de promouvoir une culture universelle des droits de l'Homme et de la paix,</p> <p><i>Observant</i> que la libre circulation de l'information, la liberté d'expression et l'autonomie professionnelle sont au cœur du processus d'enseignement et d'apprentissage et sont essentielles pour</p>	<p><i>Reconnaissant également</i> l'importance du Programme de développement durable à l'horizon 2030 des Nations Unies, qui engage les États « à édifier des sociétés pacifiques et justes, où chacun a sa place ; à protéger les droits de l'homme et à favoriser <b>l'égalité femmes-homme</b> et l'autonomisation des femmes et des filles ; à protéger durablement la planète et ses ressources naturelles », ainsi que de l'Accord de Paris (2015), qui appelle les pays à « améliorer l'éducation, la formation [...] dans les domaines des changements climatiques »,</p> <p><i>Considérant</i> la responsabilité qui incombe à l'UNESCO d'encourager et de soutenir les États membres dans toute action tendant à assurer l'éducation en vue de faire progresser la paix, les droits de l'Homme, le développement durable et la citoyenneté mondiale,</p>
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<p>promouvoir les droits de l'Homme, la compréhension, la tolérance et la paix,</p> <p><i>Reconnaissant en outre</i> que les États devraient créer un environnement sûr et propice à la participation à l'éducation aux droits de l'Homme de tous les acteurs de la société concernés, notamment les établissements d'enseignement, la société civile, le secteur privé, les institutions nationales indépendantes de défense des droits de l'Homme et les médias libres, indépendants et pluralistes, et qu'ils devraient également assurer la participation pleine et effective des enfants, des jeunes et des adultes,</p> <p><i>Réaffirmant également</i> que l'éducation doit respecter la diversité culturelle en tant que caractéristique intrinsèque des sociétés et tendre à promouvoir la compréhension, le pluralisme, le respect de la diversité ainsi que les relations amicales et la solidarité entre toutes les nations et tous les groupes, et à faire progresser le multilatéralisme conformément aux principes des Nations Unies pour le maintien de la paix, la sauvegarde des droits de l'Homme et la promotion du développement durable,</p> <p><i>Notant</i> que, malgré les progrès considérables qui ont été accomplis, d'innombrables personnes sont privées d'une vie de dignité et d'opportunités et n'ont accès qu'à une éducation de qualité médiocre,</p> <p><i>Consciente également</i> qu'il est urgent d'accélérer l'adoption de mesures visant à combler le fossé qui sépare les idéaux proclamés et les engagements juridiques et politiques de la réalité sur le terrain,</p> <p><i>Persuadée</i> que pour édifier des sociétés pacifiques, justes, égales, équitables, inclusives, saines et durables, l'éducation elle-même doit être transformée et élargie au profit de tous,</p> <p><i>S'appuyant sur</i> le corpus existant d'instruments normatifs internationaux adoptés à l'UNESCO et ailleurs, ainsi que sur les autres initiatives intergouvernementales énumérées dans l'appendice, qui contiennent des dispositions ayant trait à des problèmes spécifiquement liés à la paix, aux droits de l'Homme et au développement durable,</p> <p><i>Ayant décidé</i>, à sa quarante-et-unième session, que la Recommandation de 1974 sur l'éducation pour la compréhension, la coopération et la paix internationales et l'éducation relative aux droits de</p>	<p><i>Reconnaissant en outre</i> que les États devraient créer un environnement sûr et propice à la participation à l'éducation aux droits de l'Homme de tous les acteurs de la société concernés, notamment les établissements d'enseignement, <b>les organisations de la</b> société civile, le secteur privé, les institutions nationales indépendantes de défense des droits de l'Homme et les médias libres, indépendants et pluralistes, et qu'ils devraient également assurer la participation pleine et effective des enfants, des jeunes et des adultes,</p> <p><i>Persuadée</i> que pour édifier des sociétés pacifiques, justes, égales, équitables, inclusives, <b>saines</b> et durables, l'éducation elle-même doit être transformée et élargie au profit de <b>toutes et</b> tous,</p>
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<p>l'Homme et aux libertés fondamentales devait être révisée compte tenu des engagements normatifs et politiques importants pris depuis 1974, qui sont essentiels pour prévenir et surmonter les défis persistants et nouveaux, à l'échelle mondiale et nationale, en matière de paix, de droits de l'Homme et de développement durable,</p> <ol style="list-style-type: none"> <li>1. <i>Adopte</i>, ce [...] jour de novembre [...], la présente Recommandation sur l'éducation à la citoyenneté mondiale, à la paix, aux droits de l'Homme et au développement durable, qui remplace la Recommandation de 1974 sur l'éducation pour la compréhension, la coopération et la paix internationales et l'éducation relative aux droits de l'Homme et aux libertés fondamentales ;</li> <li>2. <i>Recommande</i> aux États membres d'appliquer les dispositions de la présente Recommandation en prenant des mesures appropriées, notamment législatives, conformément aux pratiques constitutionnelles et aux structures de gouvernance de chaque État, en vue de donner effet, dans leurs juridictions, aux principes énoncés dans la présente Recommandation ;</li> <li>3. <i>Recommande également</i> aux États membres de porter la présente Recommandation à la connaissance des autorités et organismes responsables de l'éducation formelle, non formelle et informelle de la petite enfance à l'enseignement supérieur, y compris l'enseignement et la formation techniques et professionnels (EFTP), ainsi que de tous les acteurs clés exerçant une action éducative auprès des enfants, des jeunes et des adultes, tels que les organisations d'étudiants et de jeunes, les associations, les syndicats d'enseignants et les autres parties intéressées ;</li> <li>4. <i>Recommande en outre</i> aux États membres de lui rendre compte, aux dates et selon les modalités qu'elle aura déterminées, des mesures qu'ils auront prises pour donner suite à la présente Recommandation.</li> </ol>	<p><i>Recommande également</i> aux États membres de porter la présente Recommandation à la connaissance des <b>autorités et organismes</b> responsables de l'éducation formelle, non formelle et informelle de la petite enfance à l'enseignement supérieur, y compris l'enseignement et la formation techniques et professionnels (EFTP), ainsi que de tous les acteurs clés exerçant une action éducative auprès des enfants, des jeunes et des adultes, tels que les organisations d'étudiants et de jeunes, les associations, les syndicats d'enseignants et les autres parties intéressées ;</p>
<p><b>I. OBJECTIFS</b></p>	
<p>PARAGRAPH 1</p>	<p>PARAGRAPH 1</p>

<b>PARAGRAPHE 1</b>	<b>PARAGRAPHE 1</b>
<p>1. La présente Recommandation a pour principal objectif d'inspirer les personnes de tous âges et de les doter des connaissances, compétences, valeurs et attitudes qui leur sont nécessaires pour réaliser leur plein potentiel humain et participer effectivement aux processus de prise de décisions et aux actions visant à promouvoir la paix, les droits de l'Homme, le développement durable et la citoyenneté mondiale aux niveaux individuel, communautaire, national et mondial.</p>	
<b>PARAGRAPHE 2</b>	<b>PARAGRAPHE 2</b>
<p>2. De ce fait, la Recommandation vise à guider les États dans leurs efforts nationaux pour faire en sorte que l'éducation, tout au long de la vie, sauvegarde les droits de l'Homme et favorise l'édification de sociétés pacifiques, justes, égales, équitables, inclusives, saines et durables pour tous.</p>	<p><b>L'éducation doit viser au plein épanouissement de la personnalité humaine et au renforcement du respect des droits de l'Homme et des libertés fondamentales. Elle doit favoriser la compréhension, la tolérance et l'amitié entre toutes les nations et tous les groupes raciaux ou religieux, ainsi que le développement des activités des Nations Unies pour le maintien de la paix. La Recommandation vise à guider les États dans leurs efforts nationaux pour atteindre cet objectif.</b></p> <p><b><del>2. De ce fait, la Recommandation vise à guider les États dans leurs efforts nationaux pour faire en sorte que l'éducation, tout au long de la vie, sauvegarde les droits de l'homme et favorise l'édification de sociétés pacifiques, justes, égales, équitables, inclusives, saines et durables pour tous.</del></b></p>
<b>PARAGRAPHE 3</b>	<b>PARAGRAPHE 3</b>
<p>3. La présente Recommandation devrait également aider à mobiliser les acteurs non gouvernementaux œuvrant dans le domaine de l'éducation, ainsi que la société dans son ensemble, et à guider et à soutenir leurs actions, aux mêmes fins.</p>	
<b>PARAGRAPHE 4</b>	<b>PARAGRAPHE 4</b>
<p>4. Plus précisément, l'éducation devrait avoir une visée transformatrice et, à cet effet, chercher à préparer et à motiver les apprenants et à leur donner les moyens de prendre des décisions éclairées et d'agir en connaissance de cause pour promouvoir la paix, les droits de l'Homme et les libertés fondamentales, le développement durable et la citoyenneté mondiale, et à cultiver des aptitudes et des compétences telles que :</p> <p><i>(a) la capacité d'analyse et le sens critique : la capacité d'analyser et de comprendre avec acuité des environnements et des systèmes complexes et multiculturels, les dynamiques de pouvoir et les relations d'interdépendance entre les pays et les</i></p>	<p>4. Plus précisément, l'éducation devrait avoir une visée transformatrice et, à cet effet, chercher à préparer et à motiver les apprenants et à leur donner les moyens de prendre des décisions éclairées et d'agir en connaissance de cause pour promouvoir la paix, les droits de <b>l'Homme et les libertés fondamentales</b>, le développement durable et la citoyenneté mondiale, et à cultiver des aptitudes et des compétences telles que :</p>

<p>populations et entre les niveaux local, national, régional et mondial ;</p> <p>(b) <i>l'aptitude à anticiper</i> : en tant qu'agents du changement, la capacité d'évaluer et de comprendre les opportunités et les menaces nouvelles et futures et de s'adapter aux nouvelles possibilités en vue de promouvoir un avenir pacifique, juste, égal, équitable, inclusif, sain et durable pour tous ;</p> <p>(c) <i>la conscience interculturelle et le respect de la diversité et du pluralisme</i> : la capacité de comprendre et de respecter la dignité de tous les individus et de toutes les cultures ainsi que les besoins, les points de vue et les actions d'autrui, notamment en valorisant les différents systèmes de connaissances ;</p> <p>(d) <i>le sentiment d'interdépendance et d'appartenance à une humanité commune et diverse</i> : la capacité de comprendre que toute l'humanité partage une même planète et de prendre conscience des valeurs et des responsabilités qui vont de pair avec cet héritage, tout en acceptant et en respectant les différences ainsi que les points communs entre tous les peuples ;</p> <p>(e) <i>l'autonomisation, la résilience et le libre arbitre</i> : la capacité d'agir et de relever les défis de manière efficace et responsable aux niveau local, national, régional et mondial afin de bâtir un monde plus pacifique, juste, égal, équitable, inclusif, sain et durable ;</p> <p>(f) <i>la conscience de soi</i> : la capacité de réfléchir à ses valeurs, perceptions et actions personnelles, ainsi qu'à son propre rôle au sein des communautés locales, nationales, régionales et mondiale afin de motiver ses actes ;</p> <p>(g) <i>l'aptitude à coopérer</i> : la facilité à s'engager dans des relations de collaboration avec autrui et la recherche participative de solutions ;</p> <p>(h) <i>la capacité d'adaptation et la créativité</i> : la capacité de s'adapter, de s'engager et de s'épanouir dans un environnement en mutation rapide et dans des contextes divers et changeants ;</p> <p>(i) <i>la résolution et la transformation pacifiques des conflits</i> : la capacité de traiter les conflits de manière pacifique et constructive et de mettre fin aux cycles de violence et d'hostilité ;</p>	<p>b) <i>l'aptitude à anticiper</i> : en tant qu'agents du changement, la capacité d'évaluer et de comprendre les opportunités et les menaces nouvelles et futures et de s'adapter aux nouvelles possibilités en vue de promouvoir un avenir pacifique, juste, égal, équitable, inclusif, <b>sain</b> et durable pour tous ;</p> <p>(d) <i>le sentiment d'interdépendance et d'appartenance à une humanité commune et diverse</i> : la capacité de comprendre que toute l'humanité partage une même planète et de prendre conscience <b>des valeurs</b> et des responsabilités qui vont de pair avec cet héritage, tout en acceptant et en respectant les différences ainsi que les points communs entre tous les peuples ;</p> <p>(e) <i>l'autonomisation, la résilience et le libre arbitre</i> : la capacité <b>et l'envie</b> d'agir et de relever les défis de manière efficace et responsable aux niveau local, national, régional et mondial afin de bâtir un monde plus pacifique, juste, égal, équitable, inclusif, <b>sain</b> et durable ;</p>
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<p>(j) <i>l'éducation aux médias et à l'information et les compétences numériques</i> : la capacité de rechercher efficacement, d'évaluer d'un œil critique, de produire de manière éthique et de diffuser de façon responsable des informations et des connaissances et de répondre à la violence liée à la désinformation et aux informations erronées, aux contenus préjudiciables et aux abus et à l'exploitation en ligne, notamment grâce aux compétences numériques, qui peuvent aider à garantir l'accès universel et diversifié à l'information, aux matériels et aux ressources ;</p> <p>(k) <i>les compétences en matière de communication</i> : la capacité d'accéder à l'information et de l'utiliser avec un esprit critique, d'écouter avec empathie et de communiquer efficacement au sein et en dehors de son propre groupe.</p>	<p>j) <i>l'éducation aux médias et à l'information et les compétences numériques</i> : la capacité de rechercher efficacement, d'évaluer d'un œil critique, de produire <b>de manière éthique</b> et de diffuser de façon responsable des informations et des connaissances et de répondre <b>aux discours de haine en ligne</b>, à la violence liée à la désinformation et aux informations erronées, aux contenus préjudiciables et aux abus et à l'exploitation en ligne, notamment grâce aux compétences numériques, qui peuvent aider à garantir l'accès universel et diversifié à l'information, aux matériels et aux ressources ;</p>
<p><b>PARAGRAPHE 5</b></p>	<p><b>PARAGRAPHE 5</b></p>
<p>5. Une éducation cultivant ces compétences devrait insister sur le caractère inacceptable de la guerre et de toutes les formes de violence. L'éducation devrait amener chaque personne à comprendre ses responsabilités dans le maintien et la défense de la paix et la promotion et la mise en œuvre des droits de l'homme et du développement durable.</p>	
<p><b>PARAGRAPHE 6</b></p>	<p><b>PARAGRAPHE 6</b></p>
<p>6. L'éducation devrait contribuer à la compréhension internationale et au renforcement des droits de l'homme et de la paix mondiale, ainsi qu'aux activités de lutte contre toutes actions et idéologies incitant à la haine, contre tous types de discriminations et de violences, et contre le racisme et l'intolérance sous toutes ses formes. La défense de la diversité culturelle est indissociable du respect de la dignité humaine et implique l'engagement de respecter les droits de l'homme et les libertés fondamentales, qui ne peuvent être ni enfreints ni limités dans leur portée, conformément à l'approche fondée sur les droits de l'homme garantis par le droit international.</p>	<p>6. L'éducation devrait contribuer à la compréhension internationale et au renforcement des droits de l'Homme, <b>des libertés fondamentales</b> et de la paix mondiale, ainsi qu'aux activités de lutte contre toutes actions et idéologies incitant à la haine, contre tous types de discriminations et de violences, et contre le racisme et l'intolérance sous toutes ses formes. La défense de la diversité culturelle est indissociable du respect de la dignité humaine et implique l'engagement de respecter les droits de l'Homme et les libertés fondamentales, qui ne peuvent être ni enfreints ni limités dans leur portée, conformément à l'approche fondée sur les droits <b>de l'Homme</b> garantis par le droit international.</p>
<p><b>II. CHAMP D'APPLICATION</b></p>	
<p><b>PARAGRAPHE 7</b></p>	<p><b>PARAGRAPHE 7</b></p>
<p>7. La présente Recommandation s'inscrit dans une perspective d'apprentissage inclusif tout au long de la vie et, à ce titre, concerne les activités d'apprentissage :</p>	

**Commented [GD1]:** Il faudrait préciser la notion de "compréhension internationale" : parle-t-on de la compréhension des relations internationales?

<ul style="list-style-type: none"> <li>(a) s'adressant à toutes les personnes de tous âges ;</li> <li>(b) dispensées dans tous types de cadres ;</li> <li>(c) dans tous les contextes, y compris formels, non formels et informels ;</li> <li>(d) organisées selon différentes modalités (en personne, à distance ou hybride) ; et</li> <li>(e) de tous niveaux, depuis l'éducation et la protection de la petite enfance jusqu'à l'enseignement supérieur, en passant par l'enseignement et la formation techniques et professionnels (EFTP) et l'éducation des adultes.</li> </ul>	
<b>III. DEFINITIONS</b>	
<b>PARAGRAPH 8</b>	<b>PARAGRAPH 8</b>
<p>8. Aux fins de la présente Recommandation :</p> <p>(a) le terme « éducation » désigne un processus qui dure toute la vie et se déroule dans tous les segments de la société, sous des formes et dans des contextes divers, et à l'aide de différents moyens, grâce auquel les individus et les groupes sociaux apprennent à réaliser consciemment, au sein des communautés locales, nationales, régionales et mondiale, et au bénéfice de celles-ci, le développement intégral de leur personnalité, de leurs capacités, de leurs dons et dispositions, de leurs attitudes et de leur savoir. Ce processus ne se limite pas à des niveaux d'éducation, actions ou pratiques spécifiques ;</p> <p>(b) les « droits de l'homme » et les « libertés fondamentales » tels que reconnus par les instruments internationaux relatifs aux droits de l'homme, découlent de la dignité intrinsèque de la personne humaine et sont universels, inaliénables et indissociables ;</p> <p>(c) l'« approche fondée sur les droits de l'homme » est un cadre conceptuel pour le processus de développement durable qui, sur le plan normatif, repose sur les normes et les principes internationaux relatifs aux droits de l'homme et qui, sur le plan opérationnel, vise à promouvoir et à protéger les droits de l'homme. Elle cherche à analyser les inégalités qui sont au cœur des problèmes de développement et à lutter contre les pratiques discriminatoires et les répartitions injustes du pouvoir qui entravent les progrès en matière de développement et qui, souvent, font que des groupes de personnes sont laissés pour compte ;</p> <p>(d) la « citoyenneté mondiale » renvoie au sentiment d'appartenance à une plus vaste communauté d'êtres humains partageant la même destinée sur cette planète, qui s'ajoute à d'autres sentiments d'appartenance. Elle met l'accent sur l'interdépendance politique, économique, sociale et</p>	<p>(b) les « droits de l'Homme » et les « libertés fondamentales » <b>sont celles et ceux que définissent la Charte des Nations Unies, la Déclaration universelle des droits de l'Homme, et les pactes internationaux relatifs aux droits économiques, sociaux et culturels et aux droits civils et politiques et les autres traités internationaux des droits de l'Homme. Ils</b> découlent de la dignité intrinsèque de la personne humaine et sont universels, inaliénables et indissociables ;</p> <p>(c) l'« approche fondée sur les droits de l'Homme » est un cadre conceptuel pour le processus de développement durable qui, sur le plan normatif, repose sur les normes et les principes internationaux relatifs aux droits de l'Homme et qui, sur le plan opérationnel, vise à promouvoir et à protéger les droits de l'Homme. <b>Elle cherche à analyser les inégalités qui sont au cœur des problèmes de développement et à lutter contre les pratiques discriminatoires et les répartitions injustes du pouvoir qui entravent les progrès en matière de développement et qui, souvent, font que des groupes de personnes sont laissés pour compte ;</b></p>

**Commented [GG2]:** Pourquoi ne pas les cite comme dans le texte original ? Ils sont cités plus bas mais il serait plus logique de les voir ici.

culturelle, et sur l'interconnexion entre le local, le national, le régional et le mondial, et suppose la responsabilité mondiale commune d'édifier un monde plus juste, plus équitable, plus durable et plus pacifique ;

(e) la « culture de la paix » est l'ensemble des valeurs, des attitudes, des traditions, des comportements et des modes de vie fondés sur le plein respect et la promotion de la totalité des droits de l'homme et des libertés fondamentales ;

(f) les termes « compréhension internationale », « coopération » et « paix » doivent être considérés comme un tout indivisible fondé sur le principe de relations amicales entre les peuples, sur la coopération avec un large éventail de parties prenantes, sur la prise de conscience que les États ont des systèmes sociaux et politiques différents, ainsi que sur le respect des droits de l'Homme et des libertés fondamentales ;

(g) le « développement durable » est un développement qui répond aux besoins du présent sans compromettre la capacité des générations futures de répondre aux leurs. Cette vision du développement repose sur une prise de conscience du fait que les systèmes terrestres sont interconnectés et que les caractéristiques économiques, sociales, culturelles et environnementales de notre monde sont liées. Elle promeut un monde où les droits de l'homme sont universellement respectés et où les êtres humains ont à cœur de protéger et de respecter les autres êtres vivants et l'intégrité de la planète. Le développement durable suppose également de promouvoir un sentiment de citoyenneté mondiale, en vertu duquel chaque personne acquiert un sentiment d'appartenance à une seule famille humaine partageant un destin commun sur la Terre ;

(h) l'« éducation aux droits de l'Homme » englobe l'ensemble des activités d'éducation, d'apprentissage, de formation, d'information et de sensibilisation visant à promouvoir le respect universel et effectif des droits de l'Homme et des libertés fondamentales en permettant aux individus de développer leurs connaissances, leurs compétences et leur compréhension de ces droits, et en faisant évoluer leurs attitudes et leurs comportements pour leur donner les moyens de contribuer à la promotion d'une culture universelle de la paix, des droits de l'Homme, du développement durable et de la citoyenneté mondiale ;

(i) l'« éducation transformatrice » désigne un enseignement et un apprentissage conçus collectivement, qui reconnaissent et valorisent la

(d) la « citoyenneté mondiale » renvoie au sentiment d'appartenance à une plus vaste communauté d'êtres humains ~~partageant la même destinée sur cette planète, qui s'ajoute à d'autres sentiments d'appartenance.~~ Elle met l'accent sur l'interdépendance politique, économique, sociale et culturelle, et sur l'interconnexion entre le local, le national, le régional et le mondial, et suppose la responsabilité mondiale commune d'édifier un monde plus juste, plus équitable, plus durable et plus pacifique ;

(e) la « culture de la paix » est l'ensemble des ~~valeurs~~, des attitudes, des traditions, des comportements et des modes de vie fondés sur le plein respect et la promotion de la totalité des droits de l'homme et des libertés fondamentales ;

(f) les termes « compréhension internationale », « coopération » et « paix » doivent être considérés comme un tout indivisible fondé sur le principe de relations amicales entre les peuples, sur la coopération avec un large éventail de parties prenantes, sur la prise de conscience que les États ont des systèmes sociaux et politiques différents, ainsi que sur le respect des droits de l'Homme et des libertés fondamentales ;

(g) le « développement durable » est un développement qui répond aux besoins du présent sans compromettre la capacité des générations futures de répondre aux leurs. Cette vision du développement repose sur une prise de conscience du fait que les systèmes terrestres sont interconnectés et que les caractéristiques économiques, sociales, culturelles et environnementales de notre monde sont liées. Elle promeut un monde où les droits de l'Homme sont universellement respectés et où les êtres humains ont à cœur de protéger et de respecter les autres êtres vivants et l'intégrité de la planète. ~~Le développement durable suppose également de promouvoir un sentiment de citoyenneté mondiale, en vertu duquel chaque personne acquiert un sentiment d'appartenance à une seule famille humaine partageant un destin commun sur la Terre~~

(h) l'« éducation aux droits de l'Homme » englobe l'ensemble des activités d'éducation, d'apprentissage, de formation, d'information et de sensibilisation visant à promouvoir le respect universel et effectif de ~~tous les~~ droits de l'Homme et de ~~toutes les~~ libertés fondamentales en permettant aux individus de développer leurs connaissances, leurs compétences et leur compréhension de ces droits, et en faisant évoluer leurs attitudes et leurs

**Commented [DG3]:** Cet élément ne fait pas partie de la définition du développement durable



<p>diversité des apprenants dans les environnements éducatifs, qui éliminent tous les obstacles à leur apprentissage, et qui les motivent et leur donnent les moyens de prendre des décisions éclairées et d'agir en connaissance de cause aux niveaux individuel, communautaire, national et mondial en vue de l'édification de sociétés pacifiques, justes, inclusives, égales, équitables, saines et durables. L'éducation à la citoyenneté mondiale et l'éducation au développement durable sont des approches transformatrices de l'éducation.</p>	<p>comportements pour leur donner les moyens de contribuer à la promotion d'une culture universelle de la paix, des droits de l'Homme, du développement durable et de la citoyenneté mondiale ;</p> <p>(i) l'« éducation transformatrice » désigne un enseignement et un apprentissage conçus collectivement, qui reconnaissent et valorisent la diversité des apprenants dans les environnements éducatifs, qui éliminent tous les obstacles à leur apprentissage, et qui les motivent et leur donnent les moyens de prendre des décisions éclairées et d'agir en connaissance de cause aux niveaux individuel, communautaire, national et mondial en vue de l'édification de sociétés pacifiques, justes, inclusives, égales, équitables, <b>saines</b> et durables. L'éducation à la citoyenneté mondiale et l'éducation au développement durable sont des approches transformatrices de l'éducation.</p>
<p><b>IV. PRINCIPES DIRECTEURS</b></p>	
<p><b>PARAGRAPHE 9</b></p>	<p><b>PARAGRAPHE 9</b></p>
<p>9. Une éducation à visée transformatrice doit reposer sur les principes suivants :</p> <p>(a) reconnaître que l'éducation de qualité est un bien public commun qui devrait être accessible à tous ;</p> <p>(b) s'engager à garantir à chaque personne une éducation équitable et de qualité adaptée au contexte et inclusive, qui promeut les droits de l'homme et favorise des sociétés justes, égales, équitables, inclusives, saines et durables pour tous ;</p> <p>(c) assurer, comme prescrit par le droit international en matière de droits de l'homme, l'égalité des chances et la non-discrimination, qui sont des conditions fondamentales pour protéger et mettre en œuvre le droit à l'éducation et promouvoir la paix, les droits de l'homme, le développement durable et la citoyenneté mondiale pour tous ;</p> <p>(d) reconnaître que les minorités nationales, ethniques, linguistiques ou religieuses et les groupes autochtones ont le droit à une éducation de qualité respectueuse de leur identité et</p>	<p>(b) s'engager à garantir à chaque personne une éducation équitable, <b>inclusive</b> et de qualité <del>adaptée au contexte et inclusive</del>, qui promeut les droits de l'homme et favorise des sociétés justes, égales, équitables, inclusives, <b>saines</b> et durables pour <b>toutes et</b> tous ;</p> <p>(c) assurer, comme prescrit par le droit international en matière de droits de l'Homme, l'égalité des chances et la non-discrimination, qui sont des conditions fondamentales pour protéger et mettre en œuvre le droit à l'éducation et promouvoir la paix, les droits de l'Homme, le développement durable <b>et la citoyenneté mondiale pour tous (c bis) reconnaître l'importance de</b></p>

**Commented [GG4]:** Une remarque de fond : l'expression égalité des chances renvoie au dispositifs qui permettent de lutter contre les assignations sociales et territoriales. A la relecture de l'ensemble du texte, ces éléments semblent sous-évoqués.



<p>encourageant la connaissance de leur histoire, de leurs traditions, de leurs langues et de leurs cultures, sans discrimination aucune, indépendamment de toute considération de race, de couleur, de sexe, de langue, de religion, d'opinion politique ou autre de l'apprenant, de ses parents ou de son tuteur légal, de leur origine nationale, ethnique ou sociale, de leur situation de fortune, de leur incapacité, de leur naissance ou de toute autre situation ;</p> <p>(e) s'employer à promouvoir l'éducation et l'apprentissage comme un processus humaniste et transformateur continu, se poursuivant tout au long de la vie et embrassant tous les aspects de l'existence, qui reconnaît la plénitude de l'être humain ;</p> <p>(f) permettre à l'éducation de s'inscrire dans une dimension internationale et une perspective mondiale ;</p> <p>(g) faire valoir les droits et les responsabilités des individus, des groupes et des pays les uns à l'égard des autres et envers les autres êtres vivants et la planète, et promouvoir la compréhension, la coopération et la solidarité pour aider à tisser des relations amicales entre les États et entre les peuples par-delà les frontières ;</p> <p>(h) faire prendre conscience de l'interdépendance croissante, à l'échelle mondiale, des individus, des sociétés et des pays, et cultiver la citoyenneté mondiale ;</p> <p>(i) reconnaître qu'étant donné que l'être humain fait partie des écosystèmes terrestres, les dimensions sociales, économiques, cultures et environnementales sont étroitement liées entre elles et que, de ce fait, la paix et le développement devraient être orientés au bénéfice de tout ce qui existe sur la planète ;</p> <p>(j) reconnaître, apprécier et promouvoir la prise de conscience par tous les décideurs en matière d'éducation, responsables de l'éducation et éducateurs du fait que les apprenants participent activement à la création et à la cocréation des connaissances ;</p> <p>(k) préserver la liberté d'expression et l'accès à l'information tout en luttant contre l'incitation à la haine, à la discrimination et à la violence ;</p> <p>(l) reconnaître la valeur des savoirs et des langues de toutes sortes, chérir la diversité et favoriser la compréhension interculturelle, la communication efficace et le dialogue au sein des peuples, des sociétés et des pays et entre eux, par des moyens et selon des approches variées ;</p> <p>(m) encourager et soutenir les personnes désireuses de participer à la résolution des problèmes aux niveaux communautaire, national,</p>	<p><b>l'égalité femmes-hommes dans la réalisation du droit à l'éducation pour toutes et tous, et de soutenir les politiques, la planification et les environnements d'apprentissage attentifs au genre, d'intégrer les questions relatives au genre dans la formation des enseignants et dans les programmes d'enseignement, ainsi que d'éliminer les discriminations et la violence fondées sur le genre à l'école</b></p> <p>(d) reconnaître que <b>les minorités nationales, ethniques, linguistiques ou religieuses et les groupes autochtones ont chacun a</b> le droit à une éducation de qualité respectueuse de <b>leur son</b> identité et encourageant la connaissance de <b>leur son</b> histoire, de <b>leurs ses</b> traditions, de <b>leurs</b> langues et de <b>leurs</b> cultures, sans discrimination aucune, indépendamment de toute considération de race, de couleur, de <b>sexe</b>, de langue, de religion, d'opinion politique, <b>d'orientation sexuelle ou d'identité de genre</b> ou autre de l'apprenant, de ses parents ou de son tuteur légal, de leur origine nationale, ethnique ou sociale, de leur situation de fortune, de leur incapacité, de leur naissance ou de toute autre situation ;</p> <p>(e) s'employer à promouvoir l'éducation et l'apprentissage comme un processus humaniste et transformateur continu, se poursuivant tout au long de la vie et embrassant tous les aspects de l'existence, <b>qui reconnaît la plénitude de l'être humain</b> ;</p> <p>(g) <b>faire valoir les droits et les responsabilités des individus, des groupes et des pays les uns à l'égard des autres et envers les autres êtres vivants et la planète, et</b> promouvoir la compréhension, la coopération et la solidarité pour aider à tisser des relations amicales entre les États et entre les peuples par-delà les frontières ;</p> <p>(i) reconnaître qu'étant donné que l'être humain fait partie des écosystèmes terrestres, les dimensions sociales, économiques, cultures et environnementales sont étroitement liées entre elles <b>et que, de ce fait, la paix et le développement devraient être orientés au bénéfice de tout ce qui existe sur la planète</b> ;</p> <p>k) préserver la liberté d'expression et l'accès à l'information tout en luttant contre l'incitation à la haine, <b>à la aux discriminations</b> et à la violence ;</p>
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<p>régional et mondial en leur donnant les moyens d'agir, et s'appuyer à cet effet sur la technologie de manière éthique et responsable ; et (n) s'inspirer des principes inscrits dans la Déclaration universelle des droits de l'Homme et les accords et conventions internationaux relatifs à la paix, aux droits de l'Homme et au développement durable, sur lesquels repose la présente Recommandation.</p>	<p>(l) reconnaître la valeur des savoirs et des langues de toutes sortes, chérir la diversité et favoriser la compréhension interculturelle, la communication efficace et le dialogue au sein des peuples, des sociétés et des pays et entre eux, par des moyens et selon des approches variées ; m) encourager et soutenir les personnes désireuses de participer à la résolution des problèmes aux niveaux communautaire, national, régional et mondial en leur donnant les moyens d'agir, et s'appuyer à cet effet sur la technologie de manière <b>éthique et</b> responsable</p>
<p><b>V. DOMAINES D'ACTION</b></p>	
<p><b>V.1 Actions requises à l'échelle du système</b></p>	
<p><b>Lois, politiques et stratégies</b></p>	
<p><b>PARAGRAPHE 10</b></p>	<p><b>PARAGRAPHE 10</b></p>
<p>10. Les États membres et tous les acteurs clés devraient aider proactivement les autorités éducatives et les éducateurs à généraliser une approche de l'éducation fondée sur les droits de l'homme, en accord avec la présente Recommandation et ses principes et domaines d'action, selon une démarche mobilisant l'ensemble des institutions et de la société. À cette fin, les États membres devraient :</p> <p>(a) adopter toutes les mesures nécessaires et faire en sorte que les activités éducatives soutenant les principes et objectifs de la présente Recommandation bénéficient d'une attention particulière et du maximum des ressources disponibles, notamment mais non exclusivement dans les situations d'urgence, de relèvement d'un conflit et autres contextes sensibles, où il existe des inégalités évidentes en termes d'accès à une éducation de qualité et de possibilités d'en bénéficier ;</p> <p>(b) élaborer, en tenant dûment compte de la complexité des défis actuels et de manière participative, des lois, des politiques, des plans et des stratégies reposant sur des bases scientifiques et s'appuyant sur des données factuelles, qui exploitent pleinement le potentiel des approches interdisciplinaires et intersectorielles de façon à garantir une participation adéquatement concertée de tous les pouvoirs publics à la mise en œuvre de la présente Recommandation ;</p> <p>(c) établir des mécanismes politiques qui encouragent des parcours d'apprentissage souples et adaptés au contexte (dans l'apprentissage tant formel que non formel) permettant l'acquisition continue des valeurs morales, connaissances, aptitudes, attitudes, compétences et comportements nécessaires aux apprenants pour s'engager dans le monde, tout au long de la vie, en tant que citoyens</p>	<p>Les États membres et tous les acteurs clés devraient aider proactivement les <b>responsables de l'éducation autorités éducatives</b> et les <b>enseignants éducateurs</b> à généraliser une approche de l'éducation fondée sur les droits de l'Homme <b>et les libertés fondamentales</b>, en accord avec la présente Recommandation et ses principes et domaines d'action, selon une démarche mobilisant l'ensemble des institutions et de la société. À cette fin, les États membres devraient :</p> <p>(a) adopter toutes les mesures nécessaires et faire en sorte que les activités éducatives soutenant les principes et objectifs de la présente Recommandation bénéficient d'une attention particulière et du maximum des ressources disponibles, notamment mais non exclusivement dans les situations d'urgence <b>et de crise prolongée</b>, de relèvement d'un conflit et autres contextes sensibles, où il existe des inégalités évidentes en termes d'accès à une éducation de qualité et de possibilités d'en bénéficier ;</p> <p>(c) établir des mécanismes politiques qui encouragent des parcours d'apprentissage souples et adaptés au contexte (dans l'apprentissage tant formel que non formel) permettant l'acquisition continue des <b>valeurs morales</b>, connaissances, aptitudes, attitudes, compétences et comportements nécessaires aux apprenants pour s'engager dans le monde, tout au long de la vie, en tant que citoyens</p>

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<p>du monde responsables. L'adoption, la reconnaissance, la validation et l'accréditation des qualifications et des apprentissages formels ou non formels antérieurs par-delà les frontières pourraient renforcer de tels mécanismes ; et</p> <p>(d) faire en sorte que leurs lois, politiques, plans et stratégies visent à combattre les préjugés sexistes et intersectionnels et à promouvoir l'égalité des genres dans et à travers le système éducatif, selon une approche inclusive et équitable, qui garantisse à tous les apprenants, sans discrimination, des droits égaux et des chances égales dans le domaine de l'éducation et leur donne les moyens de contribuer à l'édification de sociétés plus pacifiques et plus justes.</p>	<p>du monde responsables. L'adoption, la reconnaissance, la validation et l'accréditation des qualifications et des apprentissages formels ou non formels antérieurs par-delà les frontières pourraient renforcer de tels mécanismes ; et</p> <p>(d) faire en sorte que leurs lois, politiques, plans et stratégies visent à combattre les préjugés sexistes-<b>et intersectionnels</b> et à promouvoir l'égalité <b>femmes-hommes des genres</b> dans et à travers le système éducatif,</p>
<p><b>Gouvernance, responsabilité et partenariats</b></p>	
<p><b>PARAGRAPHE 11</b></p>	<p><b>PARAGRAPHE 11</b></p>
<p>11. Les États membres devraient promouvoir la bonne gouvernance dans la société et l'éducation, compte tenu de son rôle central pour sauvegarder les droits de l'Homme, réaliser une paix durable, la justice sociale et le développement durable, et garantir l'accès de chacun à une éducation de qualité. Une bonne gouvernance est nécessaire à tous les niveaux du système éducatif ; elle devrait impliquer l'ensemble des parties prenantes et lutter activement contre des problèmes tels que l'incitation à la haine, les discriminations et la violence, la corruption, le rétrécissement des espaces civiques, l'impunité et les problèmes mettant l'état de droit en péril. Des pratiques visant à renforcer la responsabilité et la transparence devraient être mises en place, telles que les données ouvertes sur l'école, les codes de bonne pratique à l'intention des éducateurs et des gestionnaires de l'éducation, la communication multicanaux, ainsi que d'autres mesures de responsabilité sociale, telles que le suivi régulier et les examens réflexifs.</p>	<p>Une bonne gouvernance est nécessaire à tous les niveaux du système éducatif ; elle devrait impliquer l'ensemble des parties prenantes et lutter activement contre des problèmes tels que l'incitation à la haine, les discriminations et la violence, <b>y compris les violences sexuelles et fondées sur le genre</b>, la corruption, le rétrécissement des espaces civiques, l'impunité <b>et les problèmes mettant l'État de droit en péril</b>. Des pratiques visant à renforcer la responsabilité et la transparence devraient être mises en place, telles que les données ouvertes sur l'école, <b>les codes l'échange</b> bonne pratique à l'intention des <b>enseignants et du personnel de l'éducation éducateurs et des gestionnaires de l'éducation</b>, la communication multicanaux, ainsi que d'autres mesures de responsabilité sociale, telles que le suivi régulier et les examens réflexifs.</p>
<p><b>PARAGRAPHE 12</b></p>	<p><b>PARAGRAPHE 12</b></p>
<p>12. Conformément aux normes et engagements internationaux dans le domaine des droits de l'homme, et dans le cadre de leur droit interne, les États membres devraient fournir le maximum de ressources financières, administratives et matérielles disponibles, notamment par le biais de l'assistance et de la coopération internationales, et favoriser l'environnement porteur nécessaire à l'application de la présente Recommandation, ainsi qu'à son suivi et à son examen.</p>	<p><b>« Conformément aux engagements internationaux en matière de financement durable de l'éducation, les États membres devraient accroître le volume, l'efficacité et l'équité des dépenses publiques dédiées à l'éducation et de l'aide internationale à l'éducation, en veillant à ce que cette aide soit alignée sur les plans nationaux de l'éducation »</b>  <b>Conformément aux normes et engagements internationaux dans le domaine des droits de l'homme, et dans le cadre de leur droit interne, les États membres devraient fournir le maximum</b></p>

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	<del>de ressources financières, administratives et matérielles disponibles, notamment par le biais de l'assistance et de la coopération internationales, et favoriser l'environnement porteur nécessaire à l'application de la présente Recommandation, ainsi qu'à son suivi et à son examen.</del>
<b>PARAGRAPHE 13</b>	<b>PARAGRAPHE 13</b>
13. Les États membres devraient permettre aux autorités éducatives et aux éducateurs de proposer des programmes éducatifs planifiés, conformes à la présente Recommandation, élaborés dans le cadre d'un dialogue ouvert et dans un esprit de réciprocité, en respectant et en prenant en considération les points de vue de toutes les parties prenantes. Ces programmes devraient s'appuyer sur des données probantes et sur des recherches et des évaluations appropriées, et être conçus de manière à faire participer les enfants et les jeunes.	Les États membres devraient permettre aux <b>enseignants et personnel de l'éducation</b> <b>autorités éducatives et aux éducateurs</b> de proposer des programmes éducatifs planifiés, conformes à la présente Recommandation, élaborés dans le cadre d'un dialogue ouvert et dans un esprit de réciprocité, en respectant et en prenant en considération les points de vue de toutes les parties prenantes. Ces programmes devraient s'appuyer sur des données probantes et sur des recherches et des évaluations appropriées, et être conçus de manière à faire participer les enfants et les jeunes <b>et l'ensemble des acteurs éducatifs.</b>
<b>PARAGRAPHE 14</b>	<b>PARAGRAPHE 14</b>
14. Les États membres devraient s'engager dans la coopération, le dialogue et l'échange au niveau international et les encourager comme une composante clé de l'éducation transformatrice favorisant l'édification de sociétés pacifiques, justes, égales, équitables, inclusives, saines et durables. Des programmes d'enseignement pertinents devront être élaborés et des pratiques efficaces diffusées à différents niveaux, en tenant compte des contextes et des besoins nationaux.	14. Les États membres devraient s'engager dans la coopération, le dialogue et l'échange au niveau international et les encourager comme une composante clé de l'éducation transformatrice favorisant l'édification de sociétés pacifiques, justes, égales, équitables, inclusives, <b>saines</b> et durables. Des programmes d'enseignement pertinents devront être élaborés et des pratiques efficaces diffusées à différents niveaux, en tenant compte des contextes et des besoins nationaux.
<b>PARAGRAPHE 15</b>	<b>PARAGRAPHE 15</b>
15. Les États membres devraient mener des activités de renforcement des capacités et nouer des partenariats durables en matière d'éducation avec d'autres États membres, des organisations internationales et non gouvernementales, des institutions nationales indépendantes de défense des droits de l'Homme, des organisations communautaires, les communautés de pratique existantes et les acteurs de la société civile de manière à faire progresser de façon significative la paix, les droits de l'Homme, le développement durable et la citoyenneté. Ce faisant, la mise en œuvre de la présente Recommandation peut constituer un exercice de compréhension et de coopération internationales. Les États membres peuvent, par exemple, organiser ou aider les autorités et les organisations non gouvernementales compétentes à organiser des réunions internationales et d'autres initiatives à l'appui de l'échange des bonnes pratiques et des données d'expérience sur les approches	

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transformatrices de l'éducation. Ils devraient également veiller à ce que l'expérience acquise par les établissements d'enseignement ayant mené à bien des programmes d'éducation transformatrice soit étudiée et diffusée.	
<b>PARAGRAPHE 16</b>	<b>PARAGRAPHE 16</b>
16. Si les individus et les organismes sont libres de créer et de diriger des établissements d'enseignement, les États membres doivent veiller à ce que ces établissements respectent les normes minimales prescrites ou approuvées par l'État.	
<b>PARAGRAPHE 17</b>	<b>PARAGRAPHE 17</b>
17. Conscients du rôle des États membres en tant que porteurs de devoirs, la société civile, les communautés, les citoyens et les groupes de citoyens, y compris les syndicats d'enseignants, les organisations de jeunes et les organismes pour la jeunesse, ainsi que les enfants, leurs familles et leurs parents, devraient participer dans un esprit de concertation aux processus de gouvernance, d'élaboration des politiques, et de suivi, d'évaluation et d'établissement de rapports, dans le respect des rôles de chacun et en se rendant mutuellement des comptes.	17. Conscients du rôle des États membres en tant que porteurs de devoirs, la société civile <b>et ses organisations</b> , les communautés, les citoyens et les groupes de citoyens, y compris les syndicats <b>d'enseignants</b> , les organisations de jeunes et les organismes pour la jeunesse, ainsi que les enfants, leurs familles et leurs parents, devraient participer dans un esprit de concertation aux processus de gouvernance, d'élaboration des politiques, et de suivi, d'évaluation et d'établissement de rapports, dans le respect des rôles de chacun et en se rendant mutuellement des comptes.
<b>PARAGRAPHE 18</b>	<b>PARAGRAPHE 18</b>
18. Les États membres devraient encourager la mise à disposition d'informations et de services éducatifs à l'intention des familles et des communautés, des parents et des prestataires de soins, afin de contribuer à la santé et au bien-être, au développement positif et à l'éducation de qualité des enfants et des familles.	
<b>Programmes d'enseignement et pédagogie</b>	
<b>PARAGRAPHE 19</b>	<b>PARAGRAPHE 19</b>
19. Les États membres devraient s'efforcer de faire en sorte que les activités d'éducation dispensées dans le sens des objectifs de la présente Recommandation soient coordonnées et constituent un ensemble cohérent au sein des programmes d'enseignement des différents niveaux et types d'éducation, de connaissances, d'apprentissage et de formation, notamment en intégrant l'éducation pour la paix, les droits de l'homme, le développement durable et la citoyenneté mondiale.	19. Les États membres devraient s'efforcer de faire en sorte que les activités d'éducation dispensées dans le sens des objectifs de la présente Recommandation soient coordonnées et constituent un ensemble cohérent au sein des programmes d'enseignement des différents niveaux et types d'éducation, de connaissances, d'apprentissage et de formation, notamment en intégrant l'éducation pour la paix, les droits de l'Homme <b>et les libertés fondamentales</b> , le développement durable et la citoyenneté mondiale.
<b>PARAGRAPHE 20</b>	<b>PARAGRAPHE 20</b>
20. Les États membres devraient s'engager à créer des programmes d'enseignement adaptés au contexte et autodéterminés qui soient en rapport avec les préoccupations et les problèmes auxquels les apprenants sont confrontés dans leur vie quotidienne, ainsi qu'avec les différents systèmes	20. Les États membres devraient s'engager à créer des programmes <b>d'enseignement adaptés au contexte et autodéterminés</b> qui soient en rapport avec les préoccupations et les problèmes auxquels les apprenants sont confrontés dans leur vie quotidienne, ainsi qu'avec les différents systèmes

de connaissances, afin de donner aux apprenants les moyens de répondre à ces problèmes collectivement et en collaboration, de manière positive et efficace, à la faveur d'un apprentissage inclusif et équitable qui ne porte pas atteinte à leur individualité et qui contribue à instaurer une culture antiraciste au sein des systèmes éducatifs, notamment dans l'élaboration des programmes d'enseignement.	de connaissances, afin de donner aux apprenants les moyens de répondre à ces problèmes collectivement et en collaboration, de manière positive et efficace, à la faveur d'un apprentissage inclusif et équitable qui ne porte pas atteinte à leur individualité <b>et qui contribue à instaurer une culture antiraciste</b> au sein des systèmes éducatifs, notamment dans l'élaboration des programmes d'enseignement.
<b>PARAGRAPHE 21</b>	<b>PARAGRAPHE 21</b>
21. Des activités d'éducation, de formation et d'apprentissage en matière de droits de l'homme et de citoyenneté devraient être proposées à tous les apprenants, éducateurs et personnels de l'éducation afin d'encourager le respect universel des droits de l'homme et des libertés fondamentales et de contribuer à la prévention des violations des droits de l'homme et des abus, de promouvoir une culture universelle des droits de l'homme, et de permettre à chacun de participer démocratiquement à la vie sociale et culturelle de leurs établissements d'enseignement et de leur communauté, ainsi qu'aux affaires publiques.	21. Des activités d'éducation, de formation et d'apprentissage en matière de droits de <b>l'Homme</b> et de citoyenneté devraient être proposées à tous les apprenants, <b>enseignants éducateurs</b> et personnels de l'éducation afin d'encourager le respect universel des droits de <b>l'Homme</b> et des libertés fondamentales et de contribuer à la prévention des violations des droits de <b>l'Homme</b> et des abus, de promouvoir une culture universelle des droits de <b>l'Homme</b> , et de permettre à chacun de participer démocratiquement à la vie sociale et culturelle de leurs établissements d'enseignement et de leur communauté, ainsi qu'aux affaires publiques.
<b>PARAGRAPHE 22</b>	<b>PARAGRAPHE 22</b>
22. Une approche transformatrice devrait être adoptée dans l'élaboration des programmes d'enseignement, dans tous les domaines d'études et à tous les niveaux. En particulier, mais pas seulement, l'enseignement des arts, de l'histoire, de la géographie, des sciences, de la technologie et des langues est important pour faire progresser la paix, les droits de l'homme, le développement durable et la citoyenneté mondiale. Des approches globales, pluridisciplinaires, interdisciplinaires et transdisciplinaires sont également nécessaires pour explorer, de plusieurs points de vue, les liens entre ces domaines d'études et leur pertinence dans divers contextes. Ces domaines d'études devraient couvrir toutes les dimensions de l'apprentissage : cognitive, socioémotionnelle et comportementale.	22. Une approche transformatrice devrait être adoptée dans l'élaboration des programmes d'enseignement, dans tous les domaines d'études et à tous les niveaux. En particulier, mais pas seulement, l'enseignement des arts, de l'histoire, de la géographie, des sciences, <b>dont les sciences sociales</b> , de la technologie, <b>et</b> des langues, <b>etc.</b> est important pour faire progresser la paix, les droits de l'Homme, le développement durable et la citoyenneté mondiale. Des approches globales, pluridisciplinaires, interdisciplinaires et transdisciplinaires sont également nécessaires pour explorer, de plusieurs points de vue, les liens entre ces domaines d'études et leur pertinence dans divers contextes. Ces domaines d'études devraient couvrir toutes les dimensions de l'apprentissage : cognitive, socioémotionnelle et comportementale.
<b>PARAGRAPHE 23</b>	<b>PARAGRAPHE 23</b>
23. La pratique des sports et l'apprentissage à la faveur du sport devraient inculquer dans l'esprit des apprenants de tous âges les valeurs de respect, d'équité et d'inclusion, et développer les compétences cognitives, sociales et émotionnelles et comportementales qui favorisent la collaboration et la compréhension mutuelle.	
<b>PARAGRAPHE 24</b>	<b>PARAGRAPHE 24</b>
24. L'enseignement et l'apprentissage de l'histoire devraient aider à développer une compréhension critique des liens complexes entre le passé, le présent et le futur, ainsi que des séquelles de la	24. L'enseignement et l'apprentissage de l'Histoire devraient aider à développer une compréhension critique des liens complexes entre le passé, le présent et le futur, ainsi que des séquelles de la

**Commented [GG10]:** Pourquoi se limiter à l'antiracisme alors que le paragraphe semble avoir une portée très générale ?



<p>violence et de l'exclusion. Pour ce faire, il est nécessaire d'assurer le respect de la vérité historique, d'inciter à considérer les choses sous des angles différents, d'encourager une analyse critique du passé et d'explorer les multiples facteurs et événements qui, au fil du temps, peuvent soit contribuer à la violence et aux tensions, soit favoriser les solidarités entre les pays et en leur sein. L'enseignement et l'apprentissage de l'histoire devrait également inclure l'étude des efforts fructueux de construction de la paix, des expériences de solidarité et des alternatives pacifiques aux formes violentes de résolution des conflits.</p>	<p>violence et de l'exclusion. Pour ce faire, il est nécessaire d'assurer le respect de la vérité historique, d'inciter à considérer les choses sous des angles <b>et des points de vue différents fondés sur des sources et des travaux scientifiques</b>, d'encourager une analyse critique du passé et d'explorer les multiples facteurs et événements qui, au fil du temps, peuvent soit contribuer à la violence et aux tensions, soit favoriser les solidarités entre les pays et en leur sein. L'enseignement et l'apprentissage de l'histoire devrait également inclure l'étude des efforts fructueux de construction de la paix, des expériences de solidarité et des alternatives pacifiques aux formes violentes de résolution des conflits.</p>
<b>PARAGRAPH 25</b>	<b>PARAGRAPH 25</b>
<p>25. L'enseignement des sciences, de la technologie, de l'ingénierie et des mathématiques peut transcender les frontières et jeter des ponts entre les communautés et les systèmes de connaissances. Tous les apprenants devraient acquérir le sens critique et la créativité nécessaires pour s'engager dans l'apprentissage des sciences et des méthodes scientifiques afin de chercher des solutions aux problèmes contemporains qui fassent avancer la paix, les droits de l'homme, le développement durable et la citoyenneté mondiale.</p>	
<b>PARAGRAPH 26</b>	<b>PARAGRAPH 26</b>
<p>26. Afin de renforcer la compréhension mutuelle, la solidarité et la cohésion sociale, les États membres devraient valoriser, respecter et améliorer les différents systèmes de connaissances et modes d'expression, la transmission et la sauvegarde du patrimoine culturel immatériel et la diversité des expressions culturelles, notamment par la reconnaissance de la diversité linguistique et de l'éducation multilingue et la promotion de la diversité des points de vue ainsi que du respect des droits des minorités et des groupes marginalisés ou défavorisés. Les États membres devraient également soutenir les moyens non formels d'expression et de transmission de la culture en mettant en œuvre, au sein des communautés, des programmes d'enseignement et de formation spécifiques visant à jeter un pont entre la vie et l'apprentissage en mettant l'accent sur le patrimoine naturel et culturel, la mémoire et l'expression et l'innovation culturelles, y compris l'éducation artistique.</p>	<p>26 Afin de renforcer la compréhension mutuelle, la solidarité et la cohésion sociale, les États membres devraient valoriser, respecter et améliorer les différents systèmes de connaissances et modes d'expression, la transmission et la sauvegarde du patrimoine culturel immatériel et la diversité des expressions culturelles, notamment par la reconnaissance de la diversité linguistique et de l'éducation multilingue et la promotion de la diversité des points de vue ainsi que du respect des droits <b>des personnes appartenant à des minorités ou et de s</b> groupes marginalisés ou défavorisés. Les États membres devraient également soutenir les moyens non formels d'expression et de transmission de la culture en mettant en œuvre, au sein des communautés, des programmes d'enseignement et de formation spécifiques visant à jeter un pont entre la vie et l'apprentissage en mettant l'accent sur le patrimoine naturel et culturel, la mémoire et l'expression et l'innovation culturelles, y compris l'éducation artistique.</p>
<b>Appréciation et évaluation</b>	
<b>PARAGRAPH 27</b>	<b>PARAGRAPH 27</b>
<p>27. L'évaluation de l'apprentissage et pour l'apprentissage devrait être privilégiée en vue de</p>	<p>27. L'évaluation de l'apprentissage et pour l'apprentissage devrait être privilégiée en vue de</p>

**Commented [GG11]:** Toujours dans l'idée de donner une dimension plus numérique au texte, il est possible d'ajouter une mention à la lutte contre la désinformation scientifique, un enjeu d'éducation à la citoyenneté important.

<p>renforcer la collaboration, la coopération et la compréhension mutuelle, d'identifier les obstacles à l'apprentissage, d'améliorer les chances de réussite des apprenants, et de développer la capacité de réflexion des individus et des communautés. Les éducateurs et les responsables des politiques de l'éducation devraient veiller à ce que l'appréciation et l'évaluation ne portent pas préjudice aux apprenants en instaurant, par exemple, une compétition malsaine entre les élèves, en leur communiquant un sentiment d'échec, en les catégorisant ou en tolérant la discrimination ou l'exclusion sociale. Une attention particulière devrait être accordée aux conditions d'appréciation et d'évaluation des apprenants handicapés et/ou défavorisés, ainsi qu'aux exigences spécifiques de l'apprentissage en ligne.</p>	<p>renforcer la collaboration, la coopération et la compréhension mutuelle, d'identifier les obstacles à l'apprentissage, d'améliorer les chances de réussite des apprenants, et de développer la capacité de réflexion des individus et des communautés. Les <b>éducateurs et les responsables des politiques enseignants et responsables</b> de l'éducation devraient veiller à ce que l'appréciation et l'évaluation ne portent pas préjudice aux apprenants en <b>évitant d'instaurer instaurant, par exemple,</b> une compétition <b>malsaine</b> entre les élèves, <b>en de</b> leur communiquer un sentiment d'échec, <b>en les catégorisant ou en tolérant la les discriminations,</b> <b>ou</b> l'exclusion sociale <b>et les violences sur les apprenants</b>. Une attention particulière devrait être accordée aux conditions d'appréciation et d'évaluation des apprenants <b>handicapés en situation de handicap</b> et/ou défavorisés, ainsi qu'aux exigences spécifiques de l'apprentissage en ligne.</p>
<p><b>PARAGRAPHE 28</b></p>	<p><b>PARAGRAPHE 28</b></p>
<p>28. L'évaluation des résultats dans les cadres d'apprentissage formels comme non formels devrait être fiable, crédible, transparente, valide, digne de confiance, objective, et inclusive et adaptée sur le plan culturel. Elle devrait porter sur les aspects cognitifs de l'apprentissage, y compris les connaissances systémiques et interdisciplinaires, ainsi que sur l'apprentissage social et émotionnel et l'apprentissage par l'action, sur les valeurs et les attitudes et sur la capacité d'évaluer et d'appliquer les connaissances de manière à renforcer la paix, les droits de l'homme, le développement durable et la citoyenneté mondiale. Dans les cadres non formels, l'évaluation doit s'attacher à donner de la visibilité à l'apprentissage et aux processus d'apprentissage, et à encourager le perfectionnement continu de l'apprenant.</p>	<p>28. L'évaluation des résultats dans les cadres d'apprentissage formels comme non formels devrait être fiable, crédible, transparente, valide, digne de confiance, objective, et inclusive <b>et adaptée sur le plan culturel</b>. Elle devrait porter sur les aspects cognitifs de l'apprentissage, y compris les connaissances systémiques et interdisciplinaires, ainsi que sur l'apprentissage social et émotionnel et l'apprentissage par l'action, <b>sur les valeurs et</b> les attitudes et sur la capacité d'évaluer et d'appliquer les connaissances de manière à renforcer la paix, les droits de l'homme, le développement durable et la citoyenneté mondiale. Dans les cadres non formels, l'évaluation doit s'attacher à donner de la visibilité à l'apprentissage et aux processus d'apprentissage, et à encourager le perfectionnement continu de l'apprenant.</p>
<p><b>Matériels et ressources d'enseignement et d'apprentissage</b></p>	
<p><b>PARAGRAPHE 29</b></p>	<p><b>PARAGRAPHE 29</b></p>
<p>29. Pour répondre aux besoins exprimés dans la présente Recommandation, les États membres devraient veiller à ce que les apprenants et les enseignants aient accès à des matériels d'enseignement et d'apprentissage dans différents formats et rédigés dans la ou les langues des apprenants et du pays. Ils devraient faire en sorte que ces matériels soient élaborés sous forme de ressources éducatives libres sous une licence ouverte appropriée, afin de faciliter le partage des connaissances dans l'intérêt du public.</p>	<p>29. Pour répondre aux besoins exprimés dans la présente Recommandation, les États membres devraient veiller à ce que les apprenants et les enseignants aient accès à des matériels d'enseignement et d'apprentissage dans différents formats et rédigés dans la ou les langues des apprenants et du pays. Ils devraient faire en sorte que ces matériels soient <b>publiés librement et</b> élaborés sous forme de ressources éducatives libres sous une licence ouverte appropriée, afin de faciliter le partage des connaissances dans l'intérêt du public.</p>
<p><b>PARAGRAPHE 30</b></p>	<p><b>PARAGRAPHE 30</b></p>



<p>30. Les États membres devraient investir dans le renouvellement, la production, la diffusion et l'échange d'appareils, de matériels et de ressources actualisés et de grande qualité, qui permettent de favoriser les approches transformatrices de l'éducation dans tous les contextes, de promouvoir l'apprentissage interactif et l'apprentissage par l'expérience et de tenir compte des nouvelles possibilités et des nouveaux risques numériques sur la base de données scientifiques, et devraient encourager ces initiatives. La mise à disposition de tels outils permettra non seulement aux apprenants de participer à l'apprentissage numérique, mais les aidera également à acquérir les connaissances, les compétences et les valeurs dont ils ont besoin pour s'engager activement dans le monde auprès de diverses sources extérieures à l'enseignement formel, telles que la sphère numérique, les magazines, les livres, les bibliothèques, les musées, les clubs sociaux et les associations, par exemple.</p>	<p>Les États membres devraient investir dans le renouvellement, la production, la diffusion et l'échange d'appareils, de matériels et de ressources actualisés et de grande qualité, qui permettent de favoriser les approches transformatrices de l'éducation dans tous les contextes, de promouvoir l'apprentissage interactif et l'apprentissage par l'expérience et de tenir compte des nouvelles possibilités et des nouveaux risques numériques sur la base de données scientifiques, et devraient encourager ces initiatives. La mise à disposition de tels outils permettra non seulement aux apprenants de participer à l'apprentissage numérique, mais les aidera également à acquérir les connaissances, les compétences et les valeurs dont ils ont besoin pour s'engager activement dans le monde auprès de diverses sources extérieures à l'enseignement formel, telles que la sphère numérique, les magazines, les livres, les bibliothèques, les musées, les clubs sociaux et les associations, par exemple.</p> <p><b>Le développement d'outils numériques devra s'accompagner de mesures de protection des données personnelles des apprenants, de protection des enfants et des jeunes contre la violence en ligne, comme le cyber harcèlement et y compris la violence sexuelle et fondée sur le genre, et de soutien des enseignants et des parents pour les sensibiliser aux risques qu'encourent les enfants en ligne et les aider à soutenir les enfants dans la pleine réalisation de leurs droits</b></p>
<p><b>PARAGRAPHE 31</b></p>	<p><b>PARAGRAPHE 31</b></p>
<p>31. Lors de l'élaboration des matériels et des ressources d'enseignement et d'apprentissage, une perspective globale devrait être adoptée, favorisant le respect de la diversité culturelle et des valeurs universelles, mettant l'accent sur la destinée commune de l'humanité face aux grands défis mondiaux et soulignant que la solidarité et la coopération internationales sont indispensables pour rechercher des solutions. Il pourrait être utile de faire appel aux artistes pour élaborer ces ressources, afin d'encourager l'apprentissage à l'aide des arts et à travers eux.</p>	<p>31. Lors de l'élaboration des matériels et des ressources d'enseignement et d'apprentissage, une perspective globale devrait être adoptée, favorisant le respect de la diversité culturelle et des valeurs universelles, mettant l'accent sur <b>la destinée commune de l'humanité face aux</b> grands défis mondiaux et soulignant que la solidarité et la coopération internationales sont indispensables pour rechercher des solutions. Il pourrait être utile de faire appel aux artistes pour élaborer ces ressources, afin d'encourager l'apprentissage à l'aide des arts et à travers eux.</p>
<p><b>PARAGRAPHE 32</b></p>	<p><b>PARAGRAPHE 32</b></p>
<p>32. Tous les matériels et les ressources devraient être adaptés au niveau d'éducation des apprenants, à leurs besoins en matière de développement et au contexte local. Ils devraient être porteurs de transformation du point de vue des questions de genre et exempts de stéréotypes portant préjudice, de préjugés discriminatoires et haineux, et de tout élément propre à susciter l'intolérance, l'hostilité, la discrimination ou la violence à l'égard d'un</p>	<p>32. Tous les matériels et les ressources devraient être adaptés au niveau d'éducation des apprenants, à leurs besoins en matière de développement et au contexte local. Ils devraient être porteurs de transformation du point de vue des questions de genre, <b>y compris en matière d'éducation complète à la sexualité</b>, et exempts de stéréotypes portant préjudice, de préjugés discriminatoires et haineux, et de tout élément propre à susciter</p>

quelconque individu, groupe ou peuple. Ces matériels et ressources devraient aussi viser activement à remettre en question et à éradiquer les préjugés sous-jacents et les stéréotypes profondément enracinés, tout en contribuant à surmonter leurs conséquences, notamment les traumatismes éventuels.	l'intolérance, l'hostilité, la discrimination ou la violence à l'égard d'un quelconque individu, groupe ou peuple. Ces matériels et ressources devraient aussi viser activement à remettre en question et à éradiquer les préjugés sous-jacents et les stéréotypes profondément enracinés, tout en contribuant à surmonter leurs conséquences, notamment les traumatismes éventuels.
<b>PARAGRAPHE 33</b>	<b>PARAGRAPHE 33</b>
33. Les États membres devraient envisager d'établir ou de contribuer à établir des centres de ressources matérielles et/ou numériques proposant des documents servant les fins de la présente Recommandation dans l'ensemble de l'éducation et de l'apprentissage tout au long de la vie.	
<b>Environnements d'apprentissage</b>	
<b>PARAGRAPHE 34</b>	<b>PARAGRAPHE 34</b>
34. Les espaces et environnements d'apprentissage, qui englobent à la fois l'enseignement en face à face et les plates-formes d'apprentissage en ligne, contribuent largement à la pertinence et à la qualité de l'éducation, et devraient être instaurés et maintenus de manière à promouvoir la pleine réalisation du potentiel humain, ainsi qu'une culture de la paix, des droits de l'Homme et de la durabilité.	
<b>PARAGRAPHE 35</b>	<b>PARAGRAPHE 35</b>
35. Les États membres devraient favoriser l'accès à l'apprentissage dans toutes les dimensions de la vie et tout au long de la vie dans des espaces et des environnements d'apprentissage variés (notamment les espaces publics, les lieux de travail, les institutions communautaires, les institutions scientifiques et culturelles et les lieux de proximité tels que parcs, rues, etc.) de façon à offrir un plus large accès à l'expérience de l'éducation transformatrice et à enrichir celle-ci. Cela devrait notamment passer par l'affirmation des connaissances et du patrimoine autochtones et une plus forte exposition de l'apprenant à la diversité des savoirs, des pratiques culturelles, des expériences et des espaces d'apprentissage – ces derniers n'étant pas nécessairement formels ou explicites. Les autorités locales et d'autres institutions sociales devraient être activement associées à ces initiatives en vue d'élargir les possibilités d'un apprentissage porteur de sens.	
<b>PARAGRAPHE 36</b>	<b>PARAGRAPHE 36</b>
36. Les États membres doivent prendre des mesures en ce sens, notamment :	(a) soutenir les <b>éducateurs et les enseignants</b> et les efforts déployés dans l'ensemble du système

<p>(a) soutenir les éducateurs et les efforts déployés dans l'ensemble du système pour faire en sorte que les écoles, les autres environnements d'éducation et d'apprentissage et leurs installations soient accessibles, favorables et sûrs. Les espaces d'apprentissage doivent être et rester exempts de toute incitation à la haine, à la discrimination et à la violence ainsi que de tout acte de harcèlement motivé par le racisme, la discrimination sous quelque forme que ce soit, la xénophobie ou l'intolérance qui y est associée, ou par des préjugés culturels. Ces environnements devraient être inclusifs et porter attention aux différentes cultures, aux questions de genre et aux situations de handicap, et devraient adopter des pratiques antidiscriminatoires et antiracistes tout en défendant la paix, la tolérance, l'inclusion, l'empathie, la solidarité et le respect de l'environnement ;</p> <p>(b) soutenir la participation pleine, égale et équitable de tous les enfants, jeunes et adultes aux programmes d'apprentissage et d'enseignement, à la gestion de l'éducation ainsi qu'aux activités d'élaboration des politiques et de prise de décisions, en prêtant une attention particulière aux personnes handicapées et aux personnes appartenant à des peuples autochtones, à des minorités et à des groupes vulnérables et marginalisés ;</p> <p>(c) promouvoir des environnements d'apprentissage, y compris en ligne, qui reconnaissent la valeur de l'éducation interculturelle, notamment de l'éducation bilingue et multilingue, qui représentent un véritable équilibre des intérêts et qui reconnaissent les identités et le patrimoine culturels sous toutes leurs formes, tout en évitant l'assimilation culturelle ;</p> <p>(d) promouvoir des environnements d'apprentissage démocratiques qui offrent aux apprenants, notamment aux jeunes et aux enfants, la possibilité de s'exprimer et de contribuer à l'instauration commune de lieux sûrs encourageant les relations saines et faisant valoir les principes d'inclusion, d'équité, de sûreté, de bien-être et de durabilité (par exemple, des écoles et des campus s'attachant à promouvoir la santé et préparés au changement climatique), et les mettre à profit de manière proactive en tant qu'espaces d'apprentissage transformateurs ;</p> <p>(e) exploiter les possibilités offertes par les technologies en faveur de l'inclusion grâce à la mise en place d'environnements d'apprentissage en ligne transformateurs et inclusifs, en accordant une attention suffisante à l'autonomisation numérique ainsi qu'à la cybersécurité, à la sécurité et à l'accessibilité.</p>	<p>pour faire en sorte que les écoles, les autres environnements d'éducation et d'apprentissage et leurs installations soient accessibles, favorables et sûrs. Les espaces d'apprentissage doivent être et rester exempts de toute incitation à la haine, à la discrimination et à la violence, <b>y compris les violences sexuelles et fondées sur le genre</b>, ainsi que de tout acte de harcèlement, <b>notamment</b> motivé par le racisme, <b>le sexisme</b>, la discrimination sous quelque forme que ce soit, la xénophobie ou l'intolérance qui y est associée, ou par des préjugés culturels. Ces environnements devraient être inclusifs et porter attention aux différentes cultures, aux questions de genre et aux situations de handicap, et devraient adopter des pratiques antidiscriminatoires et antiracistes tout en défendant la paix, la tolérance, l'inclusion, <b>l'égalité femmes-hommes</b>, l'empathie, la solidarité et le respect de l'environnement ;</p> <p>(b) soutenir la participation pleine, égale et équitable de tous les enfants, jeunes et adultes aux programmes d'apprentissage et d'enseignement, à la gestion de l'éducation ainsi qu'aux activités d'élaboration des politiques et de prise de décisions, en prêtant une attention particulière <b>aux femmes et aux filles</b>, aux personnes <b>en situation de handicap handicapées, aux personnes réfugiées et déplacées internes</b> et aux personnes appartenant à des peuples autochtones, à des minorités et à des groupes vulnérables et marginalisés ;</p> <p>(d) promouvoir des environnements d'apprentissage démocratiques qui offrent aux apprenants, notamment aux jeunes et aux enfants, la possibilité de s'exprimer et <b>de contribuer à l'instauration commune de lieux sûrs encourageant les relations saines et</b> faisant valoir les principes d'inclusion, d'équité, <b>de sûreté</b>, de bien-être et de durabilité <b>(par exemple, des écoles et des campus s'attachant à promouvoir la santé et préparés au changement climatique), et les mettre à profit de manière proactive en tant qu'espaces d'apprentissage transformateurs ;</b></p> <p>(e) exploiter les possibilités offertes par les technologies en faveur de l'inclusion grâce à la mise en place d'environnements d'apprentissage en ligne transformateurs, <b>sûrs</b> et inclusifs, en <b>accordant une attention suffisante en veillant à protéger les données personnelles des apprenants, à protéger les enfants contre l'exposition à la violence, en portant une attention particulière aux filles, y compris l'exploitation et les abus sexuels, le racolage et la sollicitation facilités par la technologie, la cyberintimidation, le</b></p>
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	<b>cyberharcèlement, le cyberprocès, la traite des êtres humains, l'exposition à des contenus préjudiciables et violents, la manipulation des informations ainsi que la violation de leur droit à la vie privée</b>
<b>Perfectionnement des éducateurs</b>	
<b>PARAGRAPHE 37</b>	<b>PARAGRAPHE 37</b>
37. Pour assurer une éducation inclusive, interculturelle et transformatrice, les États membres devraient donner aux institutions publiques, aux instances académiques, aux associations, aux syndicats et aux communautés les moyens de travailler ensemble à l'élaboration, selon les normes relatives aux droits de l'Homme, d'un code de règles, de valeurs et de normes éthiques auquel tous les professionnels de l'éducation devront adhérer.	37. Pour assurer une éducation inclusive, interculturelle et transformatrice, les États membres devraient donner aux institutions publiques, aux instances académiques, aux associations, aux syndicats et aux communautés les moyens de travailler ensemble à l'élaboration, selon les normes relatives aux droits de l'Homme, d'un code de règles, <del>de valeurs et de normes éthiques</del> auquel tous les professionnels de l'éducation devront adhérer.
<b>PARAGRAPHE 38</b>	<b>PARAGRAPHE 38</b>
38. Les États membres devraient améliorer en permanence les moyens de valoriser le rôle des éducateurs dans la société, de faire confiance aux éducateurs et autres catégories du personnel éducatif, de les sélectionner, de les soutenir, de les préparer et de les habilitier, notamment par les mesures suivantes : (a) inciter les éducateurs à s'engager en faveur des droits de l'homme, de la diversité culturelle, de l'interconnectivité fondamentale de l'humanité, dans l'objectif de faire évoluer favorablement la société, afin que les principes qui sous-tendent la culture de la démocratie, la paix, les droits de l'homme, la durabilité et la citoyenneté mondiale soient compris et appliqués dans les faits, et qu'ils soient inscrits dans les normes de l'enseignement et les cadres de compétence pour le perfectionnement professionnel des enseignants ; (b) protéger la liberté d'expression et l'accès à l'information, en garantissant la liberté académique des éducateurs et en respectant leur autonomie et leur professionnalisme ; (c) offrir des possibilités de collaboration, d'apprentissage professionnel et d'échange international dans les programmes de formation initiale et en cours d'emploi de façon à favoriser le perfectionnement continu des connaissances interdisciplinaires des éducateurs sur les enjeux mondiaux, la paix, les droits de l'homme, le développement durable et la citoyenneté mondiale, ainsi que de leurs compétences numériques essentielles et de leurs aptitudes en matière d'éducation aux médias et à l'information, de leurs compétences interculturelles, de leurs compétences et aptitudes sociales et émotionnelles, de leur expertise en matière de pédagogie transformatrice	38. Les États membres devraient améliorer en permanence les moyens de valoriser le rôle des <b>enseignants éducateurs</b> dans la société, de faire confiance aux <b>enseignants éducateurs</b> et autres catégories du personnel éducatif, de les sélectionner, de les soutenir, de les préparer et de les habilitier, notamment par les mesures suivantes (a) inciter les <b>enseignants éducateurs</b> à s'engager en faveur des droits de l'Homme et <b>des libertés fondamentales</b> , de la diversité culturelle, <b>de l'interconnectivité fondamentale de l'humanité, de lutte contre les discriminations fondées sur le genre</b> dans l'objectif de faire évoluer favorablement la société, afin que les principes qui sous-tendent la culture de la démocratie, la paix, les droits de l'Homme <b>et les libertés fondamentales, et la durabilité et la citoyenneté mondiale</b> soient compris et appliqués dans les faits, et qu'ils soient inscrits dans les normes de l'enseignement et les cadres de compétence pour le perfectionnement professionnel des enseignants ; (b) protéger la liberté d'expression et l'accès à l'information, en garantissant la liberté académique des <b>enseignants éducateurs</b> et en respectant leur autonomie et leur professionnalisme (c) offrir des possibilités de collaboration, d'apprentissage professionnel et d'échange international dans les programmes de formation initiale et en cours d'emploi de façon à favoriser le perfectionnement continu des connaissances interdisciplinaires des <b>enseignants éducateurs</b> sur les enjeux mondiaux, la paix, les droits de l'Homme, <b>les libertés fondamentales, l'égalité femmes-hommes et la lutte contre les discriminations fondées sur le genre</b> , le développement durable et la citoyenneté mondiale, ainsi que de leurs

<p>et inclusive et de leurs compétences en évaluation formative renforçant la collaboration et l'autonomie ;</p> <p>(d) encourager les possibilités de collaboration entre les éducateurs, les apprenants, les autorités, les communautés locales, les parents et les prestataires de soins, les détenteurs du patrimoine et les artistes en vue de concevoir, mettre en œuvre et revoir conjointement les programmes, les matériels et les ressources d'éducation interculturelle et transformatrice, en permettant aux parties prenantes d'apprendre des autres par le biais du travail en équipe, de la collaboration et des études interdisciplinaires, notamment dans le cadre des forums et échanges internationaux. Les processus devraient permettre d'adapter régulièrement l'éducation à l'évolution des conditions de la vie, notamment en utilisant des ressources éducatives libres ;</p> <p>(e) encourager et faciliter les possibilités de perfectionnement des enseignants à l'international et les stages d'études et de formation en ligne grâce à l'octroi de bourses, et œuvrer pour que ces cours soient reconnus comme des éléments du processus régulier de formation initiale, de titularisation, de développement professionnel continu et de promotion des éducateurs ;</p> <p>(f) offrir des possibilités d'apprentissage professionnel continu, des informations actualisées, des ressources et des conseils aux personnes exerçant des responsabilités de direction, de gestion, de supervision, de mentorat ou de conseil, notamment les inspecteurs, les conseillers pédagogiques, les chefs d'établissement, les établissements de formation, les associations de parents, les organisations de la société civile, ainsi que les particuliers impliqués dans l'éducation et la formation, afin de leur donner les moyens d'aider les éducateurs à atteindre les objectifs de la présente Recommandation.</p>	<p>compétences numériques essentielles et de leurs aptitudes en matière d'éducation aux médias et à l'information, de leurs compétences interculturelles, de leurs compétences et aptitudes sociales et émotionnelles, de leur expertise en matière de pédagogie transformatrice et inclusive, de leurs compétences en évaluation formative renforçant la collaboration et l'autonomie, <b>et de leur capacité à prévenir et lutter contre les violences fondées sur le genre.</b></p>
<p><b>V.2 Actions spécifiques requises par niveau et type d'enseignement</b></p>	
<p><b>Éducation et protection de la petite enfance</b></p>	
<p><b>PARAGRAPHE 39</b></p>	<p><b>PARAGRAPHE 39</b></p>
<p>39. Les États membres devraient veiller à ce que les programmes de protection, de développement et d'éducation de la petite enfance soient considérés comme une composante essentielle du droit à l'éducation et une étape fondamentale de la planification et de la programmation de l'éducation formelle et non-formelle, de façon à améliorer le bien-être des jeunes enfants, à leur donner les fondements d'une vie réussie et épanouie, à améliorer leurs futurs résultats d'apprentissage et à leur inculquer les attitudes, les valeurs et les</p>	

comportements nécessaires pour atteindre les objectifs de la présente Recommandation.	
<b>PARAGRAPHE 40</b>	<b>PARAGRAPHE 40</b>
40. À cette fin, il sera nécessaire, entre autres, d'investir pour garantir un haut niveau de professionnalisation des éducateurs de la petite enfance et leur offrir un soutien continu dans le cadre de programmes de formation initiale et en cours d'emploi adaptés, et de soutenir les prestataires de soins par le biais de politiques et de programmes d'accompagnement des parents. Cela suppose également de promouvoir des comportements inclusifs et respectueux de l'environnement et des environnements d'apprentissage sûrs et protecteurs qui répondent aux besoins des enfants en matière d'éducation et de soins et qui respectent leurs droits de manière à ce qu'ils réalisent pleinement leur potentiel.	40. À cette fin, il sera nécessaire, notamment, d'investir pour garantir un haut niveau de professionnalisation <b>éducateurs du personnel</b> de la petite enfance et leur offrir un soutien continu dans le cadre de programmes de formation initiale et en cours d'emploi adaptés, et de soutenir les <b>prestataires de soins professionnels de la petite enfance</b> par le biais de politiques et de programmes d'accompagnement des parents. Cela suppose également de promouvoir des comportements inclusifs et respectueux de l'environnement et des environnements d'apprentissage <b>sûrs-et</b> protecteurs qui répondent aux besoins des enfants en matière d'éducation et de soins et qui respectent leurs droits de manière à ce qu'ils réalisent pleinement leur potentiel.
<b>PARAGRAPHE 41</b>	<b>PARAGRAPHE 41</b>
41. Les programmes de protection, de développement et d'éducation de la petite enfance devraient être adaptés sur les plans culturel et linguistique ; conçus de manière à favoriser un apprentissage, des savoirs et un développement conceptuel inclusifs ; responsabiliser les enfants en tant que détenteurs de droits et valoriser la voix et la personnalité unique de chaque enfant ; et reconnaître le rôle déterminant du jeu et des interactions sociales de qualité pour la liberté de choix et d'expression, la confiance en soi, l'estime de soi, la capacité d'action et l'autonomie. L'EPPE devrait aussi encourager la sécurité et le sentiment de confiance, d'empathie et d'appartenance à des communautés dans un monde <u>multiculturel</u> .	Les programmes de protection, de développement et d'éducation de la petite enfance devraient <b>s'appuyer sur les connaissances locales pour développer des approches d'apprentissage centrées sur l'enfant, fondées sur le jeu et totalement inclusives, qui sont adaptées à l'environnement et qui respectent l'égalité garçons-filles et qui affirment l'éducation multilingue et promeuvent l'apprentissage dans la langue maternelle, en s'adaptant aux besoins des plus vulnérables et marginalisés ; être adaptés sur les plans culturel et linguistique ; conçus de manière à favoriser un apprentissage, des savoirs et un développement conceptuel inclusifs</b> ; responsabiliser les enfants en tant que détenteurs de droits et valoriser la voix et la personnalité unique de chaque enfant <b>;-et reconnaître le rôle déterminant du jeu et des interactions sociales de qualité pour la liberté de choix et d'expression, la confiance en soi, l'estime de soi, la capacité d'action et l'autonomie</b> . L'EPPE devrait aussi encourager la sécurité et le sentiment de confiance, d'empathie et d'appartenance à des communautés dans un monde multiculturel.
<b>Enseignement scolaire</b>	
<b>PARAGRAPHE 42</b>	<b>PARAGRAPHE 42</b>
42. Il est essentiel, pour relever les défis contemporains et atteindre les objectifs de la présente Recommandation, que l'enseignement primaire et secondaire soit inclusif, équitable, de qualité et adapté. Cela signifie que le maintien à l'école de l'apprenant doit faire l'objet d'autant d'attention que la question de l'accès pour	

**Commented [GD12]:** Langage de la Déclaration de Tachkent et engagements d'action pour la transformation de l'éducation et de la protection de la petite enfance

**Commented [GG13]:** Le texte ne fait pas assez référence aux compétences. Il est toujours question d'apprentissages alors qu'ici ce sont des compétences qui sont exposées.

**Commented [GD14]:** Langage de la Déclaration de Tachkent et engagements d'action pour la transformation de la petite enfance



permettre à tous les apprenants de quitter l'école dotés des compétences requises pour mener une vie active et productive à l'âge adulte.	
<b>PARAGRAPHE 43</b>	<b>PARAGRAPHE 43</b>
43. Afin de garantir l'éducation en tant que droit pour tous, les États membres devraient prendre des engagements clairs et fournir des infrastructures et d'autres formes de soutien professionnel et technique (par exemple : manuels, transports, enseignement de qualité et installations adéquates) afin d'aider les apprenants dans les écoles à obtenir les résultats d'apprentissage voulus, assurer la continuité de l'apprentissage en cas de besoin, et créer des opportunités dans les situations d'adversité afin que les apprenants ne soient pas laissés pour compte ou exclus.	
<b>PARAGRAPHE 44</b>	<b>PARAGRAPHE 44</b>
44. Des approches de l'apprentissage inclusives, participatives, transformatrices, interculturelles, fondées sur la recherche et adaptées à l'âge sont nécessaires pour libérer pleinement le potentiel de l'éducation à la paix, aux droits de l'homme, au développement durable et à la citoyenneté mondiale, ainsi que de l'éducation pour la santé et le bien-être – y compris l'éducation complète à la sexualité –, de l'éducation aux médias et à l'information et de l'éducation relative à l'environnement et au climat. Dans le cadre de ces approches, des pédagogies axées sur l'apprenant devraient permettre de prendre en compte les aspects cognitifs, socioémotionnels et tournés vers l'action de l'apprentissage transformateur.	44. Des approches de l'apprentissage inclusives, participatives, transformatrices, interculturelles, fondées sur la recherche et adaptées à l'âge sont nécessaires pour libérer pleinement le potentiel de l'éducation à la paix, aux droits de <b>l'Homme et aux libertés fondamentales</b> , au développement durable <b>et à la citoyenneté mondiale</b> , ainsi que de l'éducation pour la santé et le bien-être – y compris l'éducation complète à la sexualité –, de l'éducation aux médias et à l'information et de l'éducation relative à l'environnement et au climat. Dans le cadre de ces approches, des pédagogies axées sur l'apprenant devraient permettre de prendre en compte les aspects cognitifs, socioémotionnels et tournés vers l'action de l'apprentissage transformateur
<b>Enseignement supérieur et recherche</b>	
<b>PARAGRAPHE 45</b>	<b>PARAGRAPHE 45</b>
45. L'enseignement supérieur peut promouvoir et préserver la paix, les droits de l'Homme et le développement durable de différentes manières. Il peut transmettre aux apprenants les valeurs, les attitudes, les connaissances, les compétences et la motivation qui leur permettront de s'engager dans la société, stimuler leur esprit critique, encourager l'utilisation des connaissances scientifiques et technologiques dans la prise de décisions, créer et diffuser les connaissances scientifiques dans l'enseignement et la recherche, soutenir les plateformes universitaires ouvertes, encourager le dialogue épistémique et intégrer différents modes de connaissance, ainsi que renforcer sa présence dans la société grâce à une collaboration proactive et à l'établissement de partenariats avec d'autres acteurs de la société en vue de favoriser le dialogue, de rapprocher les diverses communautés,	

**Commented [GG15]:** Pourquoi ne pas les détailler comme pour la petite enfance ou faire référence avec celles développées pour la petite enfance

de corriger les inégalités, de construire la paix, de promouvoir la durabilité et d'encourager la citoyenneté mondiale.	
<b>PARAGRAPHE 46</b>	<b>PARAGRAPHE 46</b>
46. La liberté académique et intellectuelle devrait être respectée dans l'enseignement et la recherche au sein des établissements d'enseignement supérieur et, à cette fin, des mécanismes, des structures et une gouvernance institutionnels devraient être mis en place, tandis que la participation éthique des apprenants et des chercheurs devrait être assurée. Les systèmes d'enseignement supérieur doivent mettre en place des mesures et des politiques pour garantir un accès équitable et supprimer les barrières linguistiques et culturelles.	46. La liberté académique et intellectuelle devrait être respectée dans l'enseignement et la recherche au sein des établissements d'enseignement supérieur et, à cette fin, des mécanismes, des structures et une gouvernance institutionnels devraient être mis en place, tandis que la participation <b>éthique</b> des apprenants et des chercheurs devrait être assurée. Les systèmes d'enseignement supérieur doivent mettre en place des mesures et des politiques pour garantir un accès équitable et supprimer les barrières linguistiques et culturelles.
<b>PARAGRAPHE 47</b>	<b>PARAGRAPHE 47</b>
47. Les établissements d'enseignement supérieur, et en particulier les universités, ont besoin de s'appuyer sur des principes et des valeurs éthiques solides, de façon à doter les apprenants de fondements éthiques qui les amèneront à favoriser la durabilité et l'inclusion dans le cadre de leurs activités lorsqu'ils formeront la main-d'œuvre de l'avenir. À cette fin, les programmes d'études devraient s'appuyer sur des approches interdisciplinaires et transdisciplinaires, notamment une pensée critique et des modes de connaissance holistiques reposant sur des approches inclusives et prônant le respect des différentes cultures et des différents systèmes de connaissance, ainsi que les comportements écologiques. Les apprenants doivent avoir davantage d'occasions de bénéficier d'approches centrées sur l'apprenant et participatives, et avoir un meilleur accès aux activités axées sur l'expérience et le dialogue auprès de différentes communautés de la société. Les établissements d'enseignement supérieur devraient intégrer l'éducation aux médias et à l'information dans leurs programmes d'études et promouvoir davantage la recherche dans ce domaine.	47. Les établissements d'enseignement supérieur, et en particulier les universités, ont besoin de <del>s'appuyer sur des principes et des valeurs éthiques solides, de façon à doter les apprenants de fondements éthiques qui les amèneront</del> à favoriser la durabilité et l'inclusion dans le cadre de leurs activités lorsqu'ils formeront la main-d'œuvre de l'avenir.
<b>PARAGRAPHE 48</b>	<b>PARAGRAPHE 48</b>
48. Les établissements d'enseignement supérieur devraient contribuer à offrir à tous des possibilités d'apprentissage tout au long de la vie, afin de sensibiliser les différents secteurs de la société aux thèmes de la paix, des droits de l'Homme, du développement durable et de la citoyenneté mondiale, et d'y susciter le désir d'apprendre à cet égard.	
<b>PARAGRAPHE 49</b>	<b>PARAGRAPHE 49</b>
49. Les États membres et les établissements d'enseignement supérieur devraient favoriser	Les États membres et les établissements d'enseignement supérieur devraient favoriser



l'assurance qualité dans l'éducation et la recherche afin de garantir que la conception, la gestion, les attentes et les investissements en ressources de l'enseignement supérieur soient inclusifs et équitables. Les réseaux multilatéraux regroupant actuellement les établissements d'enseignement supérieur devraient être renforcés en améliorant la mobilité des étudiants, des chercheurs et des éducateurs, ainsi qu'en soutenant les programmes relatifs à la coopération professionnelle internationale.	l'assurance qualité dans l'éducation et la recherche afin de garantir que la conception, la gestion, les attentes et les investissements en ressources de l'enseignement supérieur soient inclusifs et équitables. Les réseaux multilatéraux regroupant actuellement les établissements d'enseignement supérieur devraient être renforcés en améliorant la mobilité des étudiants, des chercheurs et des <b>enseignants éducateurs</b> , ainsi qu'en soutenant les programmes relatifs à la coopération professionnelle internationale
<b>PARAGRAPH 50</b>	<b>PARAGRAPH 50</b>
50. La promotion de la recherche et la diffusion de ses résultats, la cocréation et le transfert de connaissances, ainsi que l'engagement public des chercheurs devraient contribuer à une paix pérenne, aux droits de l'homme, au développement durable et à la citoyenneté mondiale. La recherche devrait aider à trouver des solutions innovantes aux défis mondiaux et à susciter un changement favorable chez les individus et les systèmes. À cette fin, les chercheurs et les éducateurs devraient veiller à l'équité et à la transparence de leurs travaux de recherche et accorder l'attention qui convient à l'éthique de la recherche.	50. La promotion de la recherche et la diffusion de ses résultats, la cocréation et le transfert de connaissances, ainsi que l'engagement public des chercheurs devraient contribuer à une paix pérenne, aux droits de l'Homme, au développement durable et à la citoyenneté mondiale. La recherche devrait aider à trouver des solutions innovantes aux défis mondiaux et à susciter un changement favorable chez les individus et les systèmes. <b>À cette fin, les chercheurs et les éducateurs devraient veiller à l'équité et à la transparence de leurs travaux de recherche et accorder l'attention qui convient à l'éthique de la recherche.</b>
<b>PARAGRAPH 51</b>	<b>PARAGRAPH 51</b>
51. Les approches multidisciplinaires, interdisciplinaires, transdisciplinaires et participatives, de même que la coopération internationale, sont fondamentales pour relever les défis contemporains mondiaux de plus en plus complexes, et encourager un apprentissage approfondi fondé sur la recherche. Les politiques favorables à la science ouverte et le libre accès sont un moyen essentiel de refléter la diversité des communautés et des pratiques afin de faire progresser et de favoriser une recherche plus inclusive et plus équitable.	
<b>Enseignement et formation techniques et professionnels (EFTP)</b>	
<b>PARAGRAPH 52</b>	<b>PARAGRAPH 52</b>
52. Les qualifications et les programmes d'EFTP devraient être dispensés sans discrimination et selon une approche fondée sur les droits de l'homme et transformatrice du point de vue des questions de genre. Ils devraient incorporer, dans les économies formelles et informelles, des formes de travail techniques, sociales et créatives qui favorisent les compétences et la capacité d'action des apprenants leur permettant de participer activement aux transformations sociales, économiques et culturelles en faveur de la paix, des droits de l'homme, du développement durable et de la citoyenneté mondiale pour tous. Il conviendra,	52. Les qualifications et les programmes d'EFTP devraient être dispensés sans discrimination et selon une approche fondée sur les droits de l'homme et transformatrice du point de vue des questions de genre. Ils devraient incorporer, dans les économies formelles et informelles, des formes de travail techniques, sociales et créatives qui favorisent les compétences et la capacité d'action des apprenants leur permettant de participer activement aux transformations sociales, économiques et culturelles en faveur de la paix, des droits de l'Homme, du développement durable et de la citoyenneté mondiale pour tous. Il conviendra,

**Commented [GD16]:** La notion de changement favorable devrait être mieux définie car elle peut donner lieu à de multiples interprétations

**Commented [GD17]:** La notion de changement favorable devrait être mieux définie car elle peut donner lieu à de multiples interprétations

pour y parvenir, de promouvoir la solidarité internationale et les principes de l'inclusion, de l'égalité – notamment l'égalité des genres – du respect de la diversité culturelle, de la consommation et de la production durables, de la conscience écologique et de la citoyenneté active.	pour y parvenir, de promouvoir la solidarité internationale et les principes de l'inclusion, de l'égalité – notamment l'égalité <b>femmes-hommes des genres</b> – du respect de la diversité culturelle, de la consommation et de la production durables, de la conscience écologique et de la citoyenneté active
<b>Education non formelle et informelle et apprentissage des adultes</b>	
<b>PARAGRAPHE 53</b>	<b>PARAGRAPHE 53</b>
53. L'apprentissage et l'éducation des adultes sont reconnus comme une composante essentielle du droit à l'éducation et de l'apprentissage tout au long de la vie. Les politiques et les pratiques en la matière concernent un large éventail d'âges, de niveaux d'enseignement ainsi que de lieux et de modalités d'apprentissage, et ce domaine représente une contribution majeure à la mise en place d'une société de l'apprentissage, associant les individus, les familles, les organisations, les lieux de travail, les quartiers, les villes et les régions. L'apprentissage et l'éducation des adultes peuvent constituer une solution politique efficace pour consolider la cohésion sociale, développer l'apprentissage socioémotionnel et l'action en faveur du changement, renforcer la démocratie, améliorer la compréhension culturelle, supprimer toutes les formes de discrimination et promouvoir le vivre-ensemble dans le cadre d'une citoyenneté pacifique, active et mondiale.	53. L'apprentissage et l'éducation des adultes sont reconnus comme une composante essentielle du droit à l'éducation et de l'apprentissage tout au long de la vie. Les politiques et les pratiques en la matière concernent un large éventail d'âges, de niveaux d'enseignement ainsi que de lieux et de modalités d'apprentissage, et ce domaine représente une contribution majeure à la mise en place d'une société de l'apprentissage, associant les individus, les familles, les organisations, les lieux de travail, les quartiers, les villes et les régions. L'apprentissage et l'éducation des adultes peuvent constituer une solution politique efficace pour consolider la cohésion sociale, développer l'apprentissage socioémotionnel et l'action en faveur du changement, renforcer la démocratie, améliorer la compréhension culturelle, supprimer toutes les formes de discrimination et promouvoir le vivre-ensemble <b> dans le cadre d'une citoyenneté pacifique, active et mondiale.</b>
<b>PARAGRAPHE 54</b>	<b>PARAGRAPHE 54</b>
54. Il est essentiel d'offrir un apprentissage et une éducation aux adultes, aux jeunes et aux enfants non scolarisés et de leur en garantir l'accès pour permettre la réalisation de tous les droits de l'homme et parvenir au développement durable. Des possibilités d'acquisition de compétences numériques, d'éducation aux médias et à l'information, d'auto-apprentissage, ainsi que d'apprentissage par les pairs, d'apprentissage interactif et d'apprentissage interculturel, devraient être mises en place conformément aux objectifs de la présente Recommandation.	
<b>PARAGRAPHE 55</b>	<b>PARAGRAPHE 55</b>
55. Ces programmes devraient être conçus de manière à donner aux gens les moyens de devenir des agents du changement et de mener une vie décente pour ce qui est de la santé et du bien-être, de la culture, de la spiritualité et de la participation à la vie économique, ainsi que de tous les autres facteurs qui contribuent à l'épanouissement personnel et à la dignité. Les États membres pourraient notamment, à cette fin :	55. Ces programmes devraient être conçus de manière à donner aux <b>individus gens</b> les moyens de devenir des agents du changement et de mener une vie décente pour ce qui est de la santé et du bien-être, de la culture, <del>de la spiritualité</del> et de la participation à la vie économique, ainsi que de tous les autres facteurs qui contribuent à l'épanouissement personnel et à la dignité. Les États membres pourraient notamment, à cette fin : (a) prévoir et utiliser des moyens de

<p>(a) prévoir et utiliser des moyens de communication de grande qualité, indépendants et pluralistes et l'apprentissage assisté par la technologie afin d'élargir la participation des adultes, des jeunes et des enfants non scolarisés à l'éducation et à l'apprentissage, notamment, mais pas exclusivement, en ce qui concerne les groupes marginalisés en situation d'urgence ;</p> <p>(b) prévoir des programmes agréés d'apprentissage à l'intention des adultes et des jeunes, permettant de contribuer aux objectifs de la présente Recommandation, tout en reconnaissant les compétences et les acquis antérieurs ;</p> <p>(c) reconnaître et valoriser les différentes manifestations et activités d'apprentissage non formel organisées par les adultes, les jeunes et les enfants non scolarisés, avec eux et pour eux, et investir dans celles-ci ;</p> <p>(d) promouvoir des programmes d'enseignement et des matériels d'apprentissage adaptés, non discriminatoires et tenant compte des questions de genre, qui renforcent l'éducation à la citoyenneté des adultes, des jeunes et des enfants non scolarisés, dans le but de développer les capacités des apprenants de traiter et d'évaluer l'information de manière critique, de prendre des décisions éclairées, de développer leur capacité d'action, de faire preuve d'empathie, et de contribuer efficacement à leurs communautés locales et au débat public ;</p> <p>(e) aider les communautés et les jeunes à promouvoir et à préserver leur patrimoine immatériel en vue de leur résilience et de leur bien-être.</p>	<p>communication de grande qualité, indépendants et pluralistes et l'apprentissage assisté par la technologie afin d'élargir la participation des adultes, des jeunes et des enfants non scolarisés à l'éducation et à l'apprentissage, notamment, mais pas exclusivement, en ce qui concerne les groupes marginalisés en situation d'urgence <b>et de crise prolongée.</b></p> <p>e) aider les communautés et les jeunes à promouvoir et à préserver leur patrimoine immatériel en vue de leur résilience <b>et de leur bien-être.</b></p>
<p><b>VI. SUIVI ET EXAMEN</b></p>	
<p><b>PARAGRAPHE 56</b></p>	<p><b>PARAGRAPHE 56</b></p>
<p>56. Le suivi et l'examen ont pour objet de comprendre et de documenter la manière dont les États membres s'acquittent de la mise en œuvre progressive de la présente Recommandation, d'évaluer sa application et ses résultats, de proposer des mécanismes de retour d'information adaptés pour améliorer sa mise en œuvre et appuyer l'élaboration de lois, de politiques et de stratégies appropriées, d'identifier les problèmes, de partager des exemples de pratiques efficaces et de renforcer l'apprentissage entre pairs et la coopération.</p>	
<p><b>PARAGRAPHE 57</b></p>	<p><b>PARAGRAPHE 57</b></p>
<p>57. Les processus d'examen devraient être participatifs et inclusifs et garantir la participation concrète et effective de toutes les parties prenantes afin d'améliorer les processus d'apprentissage et de veiller à ce qu'ils favorisent la compréhension</p>	<p>57. Les processus d'examen devraient être participatifs et inclusifs et garantir la participation concrète et effective de toutes les parties prenantes afin d'améliorer les processus d'apprentissage et de veiller à ce qu'ils favorisent la compréhension</p>

**Commented [GD18]:** langage UNESCO : Evaluation du rôle de l'UNESCO en matière d'éducation dans les situations d'urgence et les crises prolongées (2016), et langage UE : conclusions du Conseil, L'éducation dans les situations d'urgence et de crises prolongées (2018))

<p>internationale et une culture de la paix, des droits de l'homme, du développement durable et de la citoyenneté mondiale. Ils devraient encourager la collaboration nationale et transnationale, en particulier dans le cadre d'examens par des pairs. Parmi les acteurs qu'il conviendrait de mobiliser figurent notamment les autorités nationales et locales, les municipalités, les institutions indépendantes de défense des droits de l'homme, la société civile et les organisations non gouvernementales, les éducateurs, les parents et les apprenants, les syndicats d'enseignants, les chercheurs et les universitaires, le secteur privé et autres parties prenantes concernées.</p>	<p>internationale et une culture de la paix, des droits de l'Homme, du développement durable et de la citoyenneté mondiale. Ils devraient encourager la collaboration nationale et transnationale, en particulier dans le cadre d'examens par des pairs. Parmi les acteurs qu'il conviendrait de mobiliser figurent notamment les autorités nationales et locales, les municipalités, les institutions indépendantes de défense des droits de l'homme, la société civile et les organisations non gouvernementales, les éducateurs, les parents et les apprenants, les syndicats <b>d'enseignants</b>, les chercheurs et les universitaires, le secteur privé et autres parties prenantes concernées.</p>
<p><b>PARAGRAPHE 58</b></p>	<p><b>PARAGRAPHE 58</b></p>
<p>58. Les États membres devraient, conformément aux obligations et engagements internationaux en matière de droits de l'Homme et en fonction de leur contexte, de leur mode de gouvernement et de leur législation, assurer de manière crédible et transparente le suivi et l'examen des politiques, des lois, des programmes et des pratiques relatifs à la présente Recommandation, et fixer des objectifs et des cibles en vue de sa mise en œuvre. À cette fin, les États membres devraient :</p> <ul style="list-style-type: none"> <li>(a) désigner les institutions chargées de l'application, du suivi et de l'examen de la présente Recommandation au niveau national ;</li> <li>(b) adopter une approche impliquant « la communauté de pratique dans son ensemble » en établissant des mécanismes multipartites ;</li> <li>(c) recueillir des données, les analyser, les diffuser et promouvoir leur utilisation de manière opportune, fiable, participative, sensible aux particularités culturelles et valide, et partager des pratiques efficaces et innovantes ;</li> <li>(d) prendre des mesures appropriées pour donner corps aux résultats des processus d'examen.</li> </ul>	
<p><b>PARAGRAPHE 59</b></p>	<p><b>PARAGRAPHE 59</b></p>
<p>59. Pour aider les États membres, l'UNESCO devrait :</p> <ul style="list-style-type: none"> <li>(a) contribuer à renforcer l'analyse fondée sur la recherche et sur des éléments factuels des politiques et des lois relatives à la présente Recommandation ainsi que l'établissement de rapports à ce sujet ;</li> <li>(b) collecter et diffuser des informations sur les progrès et les innovations réalisés, des rapports de recherche, des publications scientifiques, ainsi que des données et des statistiques concernant les dispositions de la présente Recommandation ;</li> <li>(c) appuyer la mise au point de moyens, d'outils et d'indicateurs appropriés pour renforcer les</li> </ul>	

capacités des systèmes de données nationaux. Ces outils et indicateurs devront être adaptés à l'objectif visé, fiables, valides et comparables, tout en présentant un bon rapport coût-efficacité ; (d) fournir une assistance technique ciblée aux interlocuteurs et aux points focaux concernés, notamment un soutien en matière de formation et de renforcement des capacités, et encourager la constitution de réseaux nationaux de parties prenantes et de praticiens pour contribuer aux processus de suivi et d'examen.	
<b>PARAGRAPHE 60</b>	<b>PARAGRAPHE 60</b>
60. Les États membres, les commissions nationales et l'UNESCO devraient établir des observatoires au niveau national, régional ou mondial, notamment des banques de documents, de ressources et de données concernant l'application de la présente Recommandation, auxquelles toutes les parties prenantes pourront contribuer et avoir accès.	
<b>PARAGRAPHE 61</b>	<b>PARAGRAPHE 61</b>
61. Les autres partenaires, praticiens et parties prenantes devraient envisager de mener les actions suivantes, en fonction de leur contexte et de leurs capacités : (a) participer aux processus de suivi et d'examen en tant que membres d'une communauté de pratique multipartite, en contribuant à l'établissement des rapports nationaux et, dans la mesure du possible, en produisant d'autres rapports pertinents et documents accessibles présentant différents points de vue ; (b) rechercher des possibilités de formation permettant de développer leurs capacités en vue de participer efficacement aux processus de suivi et d'examen et de promouvoir les objectifs et les principes directeurs inscrits dans la présente Recommandation ; et (c) nouer des partenariats entre différents types de parties prenantes afin que les compétences et les expériences de chacun se complètent et que différents points de vue sur le suivi et l'examen de la présente Recommandation soient pris en considération.	
<b>VII. PROMOTION</b>	
<b>PARAGRAPHE 62</b>	<b>PARAGRAPHE 62</b>
62. Les États membres et toutes les autres parties prenantes devraient respecter, promouvoir et protéger les valeurs, principes et normes relatifs à la présente Recommandation, et prendre toutes les mesures en leur pouvoir pour la mettre en œuvre.	
<b>PARAGRAPHE 63</b>	<b>PARAGRAPHE 63</b>

<p>63. Les États membres devraient s'efforcer d'élargir et de compléter leur propre action en ce qui concerne la présente Recommandation en coopérant avec toutes les organisations gouvernementales et non gouvernementales concernées, y compris les institutions de défense des droits de l'Homme, dont les activités sont en rapport avec les objectifs et le champ d'application de la présente Recommandation.</p>	
<p><b>PARAGRAPHE 64</b></p>	<p><b>PARAGRAPHE 64</b></p>
<p>64. L'UNESCO devrait faire largement connaître et circuler la présente Recommandation par tous les moyens disponibles, notamment les technologies appropriées, et la communiquer aux autorités nationales compétentes, aux partenaires internationaux et régionaux concernés et aux institutions de défense des droits de l'Homme afin qu'ils la diffusent à tous les niveaux d'enseignement et auprès des secteurs non formel et informel.</p>	

## **France's Comments on the First Draft of the Revised 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms**

La délégation permanente de la France vous prie de trouver sous ce pli les commentaires de la France sur l'avant-projet de la recommandation révisée de 1974 .

La France estime que le premier projet de recommandation révisée comporte des éléments susceptibles d'amoindrir les attentes internationales en termes d'éducation aux droits de l'homme et aux libertés fondamentales, lesquelles constituaient l'objectif central de la recommandation de 1974.

Plusieurs notions mal définies ou inacceptables pour la France sont également introduites dans ce projet (« *société saine* », « *participation éthique à la recherche* »).

Cette contribution de la France à ce stade du travail vise principalement à (i) réintégrer et mettre à jour l'ambition initiale de la recommandation dans le domaine de l'éducation aux droits de l'homme et aux libertés fondamentales et (ii) mettre en cohérence l'ensemble du langage avec le langage agréé.

# GEORGIA / GÉORGIE



**Georgia’s Comments on the Revised Recommendation and Preliminary report for the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms**

Dear Sir/Madam,

I am reaching out to you regarding the Preliminary report 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.

On behalf of the Ministry of Education and Science of Georgia, let me kindly inform you that the first draft of the revised Recommendation is acceptable for us, and we do not possess any comments.

Sincerely,

Division of EU Integration and Relations with International Organizations  
International Relations and Strategic Development Department  
Ministry of Education and Science of Georgia



საქართველოს განათლებისა  
და მეცნიერების სამინისტრო  
MINISTRY OF EDUCATION  
AND SCIENCE OF GEORGIA

# GERMANY / ALLEMAGNE



**unesco**

United Nations  
Educational, Scientific  
and Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

联合国教育、  
科学及文化组织

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

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

**(‘1974 RECOMMENDATION’)**

## SUMMARY

- I. AIMS
- II. SCOPE
- III. DEFINITIONS
- IV. GUIDING PRINCIPLES
- V. ACTION AREAS
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- 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 human rights of all are upheld, dialogue and solidarity are encouraged, internal and international conflicts are solved in a spirit of mutual understanding and cooperation, and sustainable development is achieved,

*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 and to accordingly adapt their education system in line with this Recommendation,

*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 children<sup>1</sup>, young people and adults,

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<sup>1</sup> To implicitly include girls and boys.

*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,

*Noting* also that continued unsustainable development threatens the ability of future generations to live their lives in dignity and opportunity, including learning opportunities, and thus contradicts the human right to a clean, healthy and sustainable environment,

*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* this .....day 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 care and education, through primary and secondary schools to higher education, including technical and vocational education and training (TVET), adult education, and life-long learning 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 democratic decision-making processes, awareness-raising and individual and collective actions that advance peace, human rights, sustainable development and global citizenship at individual, community, national and global 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 exercise their own rights and to promote the right of others as well as to take informed decisions and actions to promote good governance and 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, populations, and the natural environment, 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 responsibility for 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, proactively and responsibly to challenges at local, national, regional and global levels, while being able to cope with risks, conflicts of goals and uncertainties, 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 planning and 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 global 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, as well as all forms of inequalities. 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. The need to achieve sustainable development, leading to a planet protected from degradation, is also inseparably linked to human dignity, such that the planet and its natural environments at all levels can support the needs of the present and future generations.

## **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, through primary and secondary schools to 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) “Inclusion” is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all learners.
- (f) “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;
- (g) “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;
- (h) “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, its resources and sinks are limited 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;
- (i) “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;
- (j) “Transformative education” involves co-created teaching and learning that recognizes and valorizes the dignity and diversity of the individuals engaged 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.

Commented [A1]: Definition from UNESCO Guidelines for Inclusion, 2005, p. 13

#### 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 and gender, sexual orientation, 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) Empower learners as rights-holders and 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 transcultural understanding, effective communication and dialogue between and among people, societies and countries, across generations, cultures and religions, 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, educational institutions 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, democracy, 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, including intergenerational exchange, 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 all learners.

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, while also acknowledging institutional differences.

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 for all subjects and learning areas 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 apply their knowledge, skills and competencies and 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. Education for Sustainable Development, 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, philosophy/ethics, religion where appropriate, geography, natural 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 the natural sciences, technology, engineering and maths in line with Education for Sustainable Development 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 culture and 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.

Assessment and evaluation serve as a foundation for evidence-based advocacy to promote progress towards quality education for all by informing actions on inclusive and equitable quality education at national, regional and global levels. 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.

**Commented [A2]:** Germany suggests to explicitly include the importance of data for evidence-based actions drawing on and supporting monitoring processes on SDG 4 (indicator and benchmark processes).

28. Performance assessment both in formal and non-formal learning settings should be carried out according to internationally agreed professional standards and, in particular, should be culturally inclusive and responsive, as well as obligatory, wherever appropriate. 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 human rights standards, underlining the shared destiny of humanity in the face of major global challenges, in particular the necessary respect for planetary boundaries and the achievement of sustainable development, 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 space 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 critically review their own implementation of this Recommendation and enable public institutions, academic bodies, associations, unions and communities to work together and engage in dialogue to develop, in line with human rights standards, a code of ethical norms, values, and standards to which all education professionals must adhere, and which provides security and support for educators.

38. Member States should constantly improve the ways and means of valuing the role of educator in society, trusting, selecting, supporting, preparing and certifying educators and other education 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;

**Commented [A3]:** Germany suggests including dialogue and support of educators to value the profession and to second that the voice of educators must be heard to improve quality education for all.

- (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, public and private 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, promote equal chances by giving 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 of high quality as well as 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

**Commented [A4]:** Germany is not convinced that the section on Higher Education and research should be considerably longer than the other sections.



45. Higher education can promote and safeguard peace, human rights and sustainable development in a number of ways. While recognizing academic freedom, higher education institutions (HEI) should be encouraged to adopt the aims of this Recommendation into their guiding principles. HEI 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. They should be supported in self-evaluating their progress in these respects.

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 should include critical thinking and holistic ways of knowing that employ inclusive, interdisciplinary and transdisciplinary 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. HEIs should be encouraged to adopt and implement policies aiming to reduce their ecological footprint. 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 in line with the UNESCO 2021 Recommendation 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 contributes to the achievement of all dimensions of sustainability and to the commitment to "leave no one behind". TVET qualifications and programmes should be delivered without discrimination and through a human rights-based, gender-transformative approach.

**Commented [A5]:** Germany would be grateful, if the section on TVET could be elaborated further, as the respective paragraphs seem less exhaustive as those dealing with other types of education.

52bis High quality TVET systems should be labour market oriented and build on strong collaborations between public and private sector to ensure a successful transition to employment. TVET systems should supply the skills needed for inclusive and sustainable growth, in the context of the twin transitions to digital and green economies, and needs to address youth unemployment. This requires engagement with social partners, firms, and workers, as well as the timely collection and use of data on skills needs, based on a range of data sources including administrative data, surveys, and big data. 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.

52ter To respond to the shifting demands of society and the labour market, individuals will need to be lifelong learners and keep their skills up to date. TVET systems should offer lifelong learning opportunities for all, with individualized and adaptative pedagogies, flexible learning modalities, pathways across types of education and training and across activity sectors, recognition, validation, and accreditation (RVA) of non-formal and informal learning, career guidance and counselling. Teachers and trainers are central to TVET. They require both pedagogical and industry knowledge to prepare learners of all ages for the labour market.

**Commented [A6]:** Germany suggests adding the importance of TVET personnel

#### **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 easy 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 social and 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 and evaluation processes, at all levels, 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.

**Commented [A7]:** As other supranational institutions collect data on human rights education, we suggest that UNESCO cooperates with them and builds on existing tools when collecting data.

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.

Commented [A8]: Please see comment above.

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)
- Berlin Declaration on Education for Sustainable Development (2021)

#### **Other intergovernmental initiatives**

- [UNESCO/ILO Recommendation concerning the Status of Teachers \(1966\)](#)
- 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)
- UN General Assembly Resolution A/76/L.75 on the human right to a clean, healthy and sustainable environment (2022)
- UNESCO Strategy for Technical and Vocational Education and Training 2022-2029

## **Germany's Comments on the First Draft of the Revised 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms**

Dear Colleagues,

Please find attached the German comments on the first draft of the revised *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*.

In addition to the proposed changes visible in the text, we would like to express our great appreciation for the draft text of the Recommendation.

It is an excellent and innovative text which integrates a wide range of important aspects and topics in a concise manner. We especially welcome and support that the importance of human rights is reflected prominently throughout the text. We would like to point out that this is at the very center of our attention.

We regard the existing language on human rights aspects as crucial and being of key importance.

Sincerely,

**Délégué Permanent Adjoint de l'Allemagne auprès de l'UNESCO**



**GHANA / GHANA**



**REVISED RECOMMENDATION AND PRELIMINARY REPORT FOR THE 1974  
RECOMMENDATION  
CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-  
OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS  
AND FUNDAMENTAL FREEDOMS  
(Ministry of Education)**

**Introduction**

The Ghana Commission for UNESCO convened a group of experts to review the revised 1974 Recommendation and collate Ghana’s responses to the revised document. Members of the Ghana Expert Group (GEG) are as follow:

SN	NAME	INSTITUTION	Email
1	[REDACTED]	[REDACTED]	[REDACTED]
2	[REDACTED]	[REDACTED]	[REDACTED]
3	[REDACTED]	[REDACTED]	[REDACTED]
4	[REDACTED]	[REDACTED]	[REDACTED]
5	[REDACTED]	[REDACTED]	[REDACTED]
6	[REDACTED]	[REDACTED]	[REDACTED]
7	[REDACTED]	[REDACTED]	[REDACTED]

The review process by the GEG was premised on the following questions:

1. How may the international community ensure sustained progress in the implementation of the 1974 Recommendation?
2. Are the implementation strategies and the expected outcomes adequate?
3. What other mechanisms can be used to improve its implementation?
4. What are the institutional framework such as laws, policies, human right obligations, and commitments that are needed to make the implementation of the 1974 Recommendations successful?
5. As a reviewer, what challenges do you perceive in the implementation and what solutions do you propose?

6. Besides the above, what are your general observations and comments?

## COMMENTS AND OBSERVATIONS FROM GHANA

*NB: The comments and observations have been presented based on the draft recommendations, aims, scope, definitions, guiding principles, action areas, and specific requirements per level and type of education.*

### ***I. Observations and Comments under Draft Recommendation***

Considering the increasing importance of GCED and ESD, Ghana supports the emphasis of same in the title (*Draft Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development*) and main text of the revised 1974 Recommendation. Ghana is also of the view that both GCED and ESD should be given equal emphasis both in articulation and implementation.

### ***II. Observations and Comments under Aims***

It seems clear that the language of the Aims of the document was pre-climate change and sustainable development thinking and practice. It might be helpful for a revision of the language around the Aims to include issues near education that prepare people, as global citizens, to acquire the requisite knowledge, skills, and dispositions to participate in climate-resilient development processes. We observe also that the Aims section was silent on the need to respect human dignity.

Subsection 2 of the Aims may be reworked to emphasize human dignity. It could therefore read as following:

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

Similarly, subsection 4 may be reworded to read:

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

Under Subsection 4 (c) Intercultural awareness and respect for diversity and pluralism,

The suggestion is to expand the meaning of diversity to include biological diversity and to reflect the broader meaning of systems interconnectedness, commons, and a biotic community. From the same perspective, it is observed that there is no inclusion of anything related to climate resilience, healthy ecosystems, and the health of the planet.

Under Subsection 4(k) Communication skills:

The capacity to critically access and use information, to listen with empathy and communicate effectively with decorous language within and beyond one's group should be given a critical consideration.

### **III. Observations and Comments under Scope**

The preamble to this section could do with a highlighting of the need for equity in education. Thus, a lifelong, inclusive, and equity in education should be considered as a necessary key area in any education for global citizenship and sustainable development.

The specific suggestion is to merge "b" and "c" into a single language that says the same thing. This could read as *Delivered in all contexts, settings, including formal and informal*

The following are therefore suggested:

- (b) The use of the word 'spaces' is casual and could consider 'contexts.'
- (d) It is important to also consider different but appropriate pedagogical forms in this context.
- (e) May consider reframing this as "*At all levels of education and learning and including life-long learning and TVET.*"

### **IV. Observations and Comments under Definitions**

Definition of global citizenship seem too yesterday; it must reflect realities of today and must include ecological, sustainability and climate change concerns. A global citizen of today must be self-aware of these issues and should have the requisite knowledge, skills, and disposition to take or participate in the quest for solutions.

- (d) definition of GC must also reflect ecological diversity and interdependence
- (f) transboundary socio-ecological and climate change considerations could be included here
- (g) May want to include elements of participation and effective governance in the meaning and implication of sustainable development.
- (e) Again, global citizen of today must be resilient and this require that there is a deliberate infusion of notions of resilience in the definition

### **V. Observations and Comments under Guiding Principles**

A heightened concern to care for the environment calls for its addition in the guiding principles:

There is need to foster the environment and protection of the environment to ensure the safeguarding of both society and the environment both now and for future citizens.

Need to infuse the element of conservation and protection of natural ecosystems to ensure the health of the planet and within planetary boundaries.

### **VI. Observations and Comments under Laws, policies, and strategies**

Ghana has various laws, policies and strategies to support the implementation of the revised 1974 Recommendations, Notable among the laws and policies are the 1992 Constitutions Article 38 which spells out the state's responsibilities in the provision of free, compulsory and

universal basic education, equal and balanced access to secondary and other appropriate pre-university education, equal access to university or equivalent education, with emphasis on science and technology; a free adult literacy programme, and a free vocational training, rehabilitation and resettlement of disabled persons; and life-long education.

Also, the Education Strategic Plan (ESP) 2018-2030 drives policies that capture the Education for Sustainable Development (ESD) concept, which aims at developing competencies that empower individuals to reflect on their actions considering current and future socio-cultural, economic, and environmental impacts, from both local and global perspectives.

In addition, by 2030, the Ministry of Education (MoE) seeks to ensure that all learners acquire the knowledge and skills needed to promote sustainable development and this should include competencies in: sustainable lifestyles, sustainable consumption, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and the appreciation of cultural and biological diversity.

In the revised Recommendations under Laws, policies and strategies, the rationale behind the laws, policies, and strategies is stated, but what is missing is a statement on the focus of the laws, policies, and strategies.

There is need for a statement that targets how Member States ensure that laws, policies, and strategies are learner-centered and focused on protecting the learner throughout the acquisition of knowledge and in a conducive learning environment.

Also, a statement on objectives may be included in this section to provide policy direction as suggested:

Member States to *adopt measures to clarify the specific objectives flowing out of educational goals to underpin policy mechanisms.*

The objectives would inform the strategies to create policy mechanisms for global citizenship education and Education for Sustainable Development.

Under subsection 10 (b)

There is need for clarity in what is meant by ‘participatory manner’. This should also include the identification and delineation of stakeholder roles.

The following suggestions will also do for subsection 10(d)

*Promote the direction of appropriate laws, policies, plans, and strategies, aim to address issues of gender, ethnic and race inequalities to ensure equal rights, equal access and rights and opportunities in education and are empowered to shape more peaceful, just, and human societies.*

## **VII. Observations and Comments under Governance, accountability, and partnership**

This is another key area which, invariably, require stakeholders’ participation.

A suggested addition to subsection 11:

Should include issues around inclusive and effective governance in society and in education

Under subsection 12:

Technical should be included among provide financial, administrative, and material resources

### **VIII. Observations and Comments under Curriculum and pedagogy**

Comment on subsection 19:

This recommendation is essential and critically important. Modern school curriculum is to offer the learner the opportunity to acquire foundational, functional, and lifelong competencies that are transferable vertically and horizontally across different levels of education both in formal and nonformal educational settings.

Many African countries including Ghana have recently reviewed their school curricula to make them more responsive to current and future national and international dynamics. In Ghana, efforts were not only made to address the issues stated above but also to include national values, provisions in the UN Sustainable Development Goals on education (SDG4), Climate Change, Emerging Global Issues, 21<sup>st</sup> Century Skills and Competencies. While these changes are premised on key national laws and policies such as Ghana's the 1992 Constitution and the National Pre-Tertiary Education Curriculum Framework (NPECF, 2018), they were also informed by key considerations in contemporary international educational thinking and practice. Lessons could be drawn from Member States' experiences to inform similar international shifts in educational philosophy and curricular issues

*Comment on subsection 20:* The Ghana Expert Group (GEG) see this recommendation as key to the overall development of the learner. Learning environment, both physical, social, and psychological must be conducive to facilitate effective learning. Learning approaches and outcomes must expose learners to a diversity of outcomes and possibilities with a view to enhancing their capabilities.

The school environment should ensure that learners are given opportunities to collaborate, share learning experiences, and in the process learn to respect and tolerate divergent viewpoints. These can be made possible through the implementation of Gender, Equality and Social Inclusion (GESI) ideologies in lesson preparation, delivery, and assessment. It is also important that teachers at all levels and especially in training are provided with the requisite training to build capacity to integrate relevant concepts and skills. In Africa, such an approach can be enhanced through school and out of school-based Professional Learning Communities.

*Comment on subsection 21:*

Equipping citizens with fundamental knowledge in human rights and the mechanisms that protect them to enable them to promote, defend and apply these concepts in their everyday life. Ghana lauds this recommendation and further recommends that supplementary learning documents (readers for learners and guides for teachers) are developed and supplied to schools for classrooms and libraries. Special attention should be paid to the unique needs of vulnerable nations and education in emergencies such as wars and conflicts.

Comment on subsection 22:

Education is all about transforming lives and society. This can be achieved if the curriculum is not too prescriptive. Learners are given many options through flexible pathways. This can be achieved if the curriculum predisposes the learner to many options, thus the idea of multidisciplinary, interdisciplinary, and transdisciplinary approaches should be encouraged. To make this possible, subjects that constitute the curriculum must evolve around the arts, the sciences, technical and vocations, as well as cultural and environmental studies.

While Ghana supports such an agenda, we also draw attention to the fundamental elements needed to support the implementation of such agenda and especially in poor developing countries.

Comment on subsection 23:

Involving learners in well-coordinated school-based sporting activities has many benefits that go far beyond the physical. It prepares them to be tactically disciplined and equally seek academic success. Ghana supports this proposal and draws attention to the need for equity issues to be consciously addressed. Some poor developing countries, or schools in some deprived regions or communities do not have the luxury of time and resources to accommodate sports as recreation. It must be clear in all communications that sports is first and foremost about creating healthy people for a healthy citizenry and for a health planet and schools should be a starting point.

Comment on subsection 24:

There is no gainsaying that the teaching and learning of history apart from the above-stated benefits also teaches us political intelligence, integrity, personal development, and provides us with the opportunity to appreciate and learn from past mistakes. It is worth noting that some historical facts need to be reconstructed or authenticated. As such, Member States should work together to determine the kind of history to be bequeathed to the next generation. More importantly, the study of History must be done from a transdisciplinary and interdisciplinary perspective.

Comment on subsection 25:

The model of STEM-based education provides deeper and more learning opportunities with a focus on real-world skill applications through practical (hands-on) activities. Equipping learners with the 21<sup>st</sup> century skills and competencies to become critical thinkers, problem solvers, innovators and inventors of the future begins with STEM education programs. STEM is the future of every nation and Ghana supports this. However, the realization of this dream especially in Africa, goes far beyond mere introduction of STEM education. There is need for the necessary infrastructural resources to be available and functional to facilitate effective learning for socio-scientific and technological transformation.

Comment on subsection 26:

The call for solidarity, social cohesion, respect, and enhanced diversity of knowledge systems as means of safeguarding our traditions and cultural heritage cannot be overemphasized. In today's increasingly distinct and multicultural society, it is useful for teachers to incorporate culturally- responsive pedagogies in their lesson preparation, delivery, and assessments. Though available research findings state that increase in diversity related issues does not only relate to race and ethnicity, but also to religious beliefs, economic condition, language

backgrounds and the controversial sexual orientation, in Africa, we are relentless in our pursuit of attaining a global citizen. Implementation of this recommendation has the ability of bringing the whole world together into a global village: process of creating, exchanging, and sharing opinions, beliefs, as well as tried and tested lifelong experiences.

**IX. Observations and Comments under Assessment and evaluation**

Comment on subsection 27:

Assessment in modern pedagogy and practice form an integral part of lesson delivery. It determines how much learners have learned based on target performance indicator or benchmark during a lesson or at the end of a lesson or programme. Apart from assessment of and for learning as cited in the 1974 UNESCO Recommendations, there is a third one – assessment as learning. This occurs when learners reflect on and monitor their progress and achievements in learning to review and update their future learning and performance outcomes and goals (formative assessment). This we believe will help the learners to reconstruct their learning and participate in creating and co-creating knowledge.

Comment on subsection 28:

For assessment to be reliable, credible, and valid, it must be consistent in measuring what it intends to measure whether in a formal or non-formal setting. There must be opportunities for teachers especially in Africa to participate in Continuous Professional Development so that they will be effective at using performance assessments that are reliable, credible, transparent, valid, trustworthy, objective, culturally inclusive and responsive.

**X. Observations and Comments under Learning and teaching materials and resources**

29. Inclusion of ICT as a tool for learning will reflect current trends:

Especially in Africa and other multilingual societies, 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 multiple languages of instruction of a country. Emphasis should be placed on ICT as a tool for teaching and learning both in formal and non-formal learning settings. Member States should ensure these materials are developed as open educational resources under an appropriate open license to facilitate easy and convenient access.

33. There is need to make technological resources user-friendly.

Subsection 33 will read:

Member states should consider establishing or helping to establish learning resource that provide varying resources and learning technologies that are accessible and user-friendly.

**XI. Observations and Comments under Educator development**

Missing from the action steps is the emphasis on educational planning. The suggested action is: *To strengthen educational planning to guide systemic decisions*

Under subsection 38(f), the suggestion is to include a focus on educational planning. The subsection would read:

*Providing continuous professional learning, updated information, resources, a robust educational planning division, 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*

## **XII. Observations and Comments under Early childhood care and education**

Early Childhood Education (ECE) interventions in Ghana aim at using a holistic approach to the social, emotional, physical, spiritual, language and cognitive skills learning and development of the child. Improving early learning through quality ECE is critical to the building of the productive, competitive, and resilient nation as envisioned in Ghana's Education Strategic Plan (ESP 2018–2030).

The request for Member States to invest in the high professionalisation 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 is a call in the right direction.

In fact, the training and development of teachers to improve school readiness and learning are key. Hence, equipping KG teachers with play-based pedagogy is essential for the holistic development of the child since teachers at the foundational level lay the foundations for the future development and learning of children.

However, giving learners the ability to be successful is threatened by the fact that in most African communities, teachers working with early learners are not held in high esteem. For example, most KG teachers and attendants in the Ghanaian ECE landscape have not been trained in the requisite ECE pedagogical skills and competencies. Similarly, the tasks and training requirements of ECE workers have not been clearly defined.

To address this, teacher training colleges and the universities should continue to offer Early Childhood Education programmes at different levels to close the manpower and competency requirement gaps.

It is instructive that Early childhood care, development and education programmes should be culturally and linguistically appropriate and relevant in ways that nurture inclusive learning, literacies, and conceptual development. We suggest that effective approaches should be carefully considered and implemented in multilingual countries and the politics of which language should be used for instruction or studied must be given serious consideration. Ghana, like many other African countries have similar multilingual situations and there is a need to ensure consensus building in the selection of languages for national approval as Languages of instruction in schools. It is also necessary to protect other minority languages that are fast becoming extinct in different countries.

ECCE Learning and Key Challenges to Address



Three main themes emerged from reflections of the major challenges to early learning in Ghana and in other African countries.

### **Disparities in nurturing care**

Results from Ghana's nurturing care index<sup>1</sup> echoed progress made in bridging the gender inequity gap in early learning outcomes in Ghana. Using the 2017/2018 MICS as the baseline, the number of nurturing care activities did not differ by gender. Nevertheless, it varied significantly by geographic area, wealth, and household head and maternal educational level. Coverage of nurturing care activities was lower among children who lived in rural households, belonging to the poorest wealth quintile, or had household heads with no or primary level of education. Similarly, children whose mothers had secondary education or higher received more nurturing care than those with no or primary level education.

### **Fractured implementation and coordination of ECCE policy:**

Effective implementation and strong coordination are needed to address the disparities raised. However, there are concerns that implementation and coordination of early learning services remains a challenge. One major reason is government institutions conceptualize nurturing care not as a continuum but as disjointed domains requiring sector-specific actions. As a result, relevant sectors work in silos instead of collaborating. Re-enforcing this perception is the segmentation of early learning management across different ministries. Specifically, the Ministry of Gender, Children and Social Protection in Ghana oversees children's early learning between ages 0-3, while the Ministry of Education oversees the education of children four years and older. There must therefore be coordination between these sectors for effectiveness.

Another area of sectoral fragmentation is parental and communal engagement in early learning. Similarly, there are progressively multisectoral nature of the existing ECCE policy. Again, there should be mechanisms/guidelines for collaboration among sectors (e.g., Education, Health, Social Welfare, Local Government) to engage parents and communities in a holistic manner. This has led to several caregivers not engaged and trained on early childhood care and education learning.

Addressing these issues requires adequate resources and accountability. Yet, not enough resources are invested in early learning and coordinating monitoring and evaluation, and accountability plans.

### **Research and Data**

Compounding these challenges is the non-availability of reliable data for easy analysis and decision-making. In addition, existing analysis of early learning indicators does not account for conflicts, climate change, poor environment, tidal waves, and other socio-political issues on children's growth and development.

### **Challenges in Responsive Caregiving**

A few weaknesses that have been identified to include the promotion of responsive caregiving. The role of parents and caregivers in general, and responsive caregiving are given limited attention. Parents and caregivers had limited awareness of the previous policy. A clear strategy for the dissemination of the new policy should be in place. Men have limited engagement in caregiving, and this must be addressed. Finally, the needs of women working in the informal sector should be catered for.

Sustained advocacy is important to ensure that the issues of ECCD are brought to the attention of the relevant Ministries, policy makers and partners. Community mobilization and understanding are critical building blocks for the program. Families, especially those facing livelihood challenges need additional mobilization and support to be able to access and uptake available practices and services related to responsive caregiving. This should include media engagements on the importance of the early childhood learning and responsive caregiving

Community based structures for positive parenting exists. These include mother to mother support groups, father to father support groups, PTAs, etc. Well-developed national and community-based health care systems that prevent and effectively respond to critical health needs of mothers and children are also not in place. All these can be leveraged to strengthen community mobilisation for integrated community-based models and support parent engagement and service delivery.

### **Safety and Security**

All young children (0-8 years old) and their families live in safety and benefit from available Child Protection and Social Welfare services

### **Inclusion**

The quality of life of all young children (0-8 years) with disabilities in Ghana and their families is improved through reasonable accommodations, differentiated management, and supportive services.

### **XIII. Observations and Comments under School Education**

Under subsection 43: the suggestion is to include school feeding; The Section should therefore read:3. 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, excellent quality teaching, school feeding 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.

### **XIV. Observations and Comments under Technical and Vocational Education and Training (TVET)**

The purpose of Technical and vocational education and training (TVET) is to train the youth and adults and equip them with the requisite knowledge, skills and competencies needed for a 21<sup>st</sup> century post-carbon world. This has thus made the 1974 Recommendations concerning TVET a key resource for guiding the transformation, improvement, and expansion of TVET and lifelong learning pathway around the world. Such an agenda is fully supported by the 2030 Agenda which calls for an integrated approach to development and TVET qualifications and programmes that is devoid of human rights and gender abuses.

### **XV. Observations and Comments under Non-formal and informal education and adult learning**

**Under subsection 53, a statement should be included on the mechanisms to be adopted:**

*Mechanisms that support the transferability of knowledge and skills to serve various needs and purposes. The mechanisms should provide alignment with the manpower needs of industry and the education and training provided in schools.*

*The mechanisms should be institutionalized to support the delivery of all kinds of learning both in formal and nonformal settings.*

## **XVI. Summary**

In conclusion, the GEG, working for the government and people of Ghana, will wish to highlight the following key points for serious considerations.

### General Considerations for Inclusion

- Infuse GCED and ESD in the title of the 1974 Recommendation
- The links between society, economy, and environment and between and among human lives in diverse places need to be emphasised.
- The links between education and climate change and climate-resilient sustainable development needs to be highlighted
- The needs and rights of both present and future generations should be highlighted in a balanced way. The relationship between power, resources, and human rights needs to be considered.
- The local and global implications of everything we do especially in consumption and production should be highlighted; and the need for individual, group, community, and organizational level actions for global peace needs to be highlighted
- Qualities and transferable skills necessary for employment requiring the exercise of: Initiative and personal responsibility; and Decision-making in complex and unpredictable professional or equivalent contexts.
- Education at all levels should stress building skills in the learners and preparing them for the world of work and participating in attaining the SDGs.

HOLY SEE /  
SAINT SIÈGE

## Comments on the draft text of the Revised 1974 Recommendation

OBSERVER STATE: **HOLY SEE**

### GENERAL COMMENTS ON THE INSTRUMENT:

- (i) The draft sets forth a set of objectives for education different from those declared in Article 13 (1) of the International Covenant on Economic, Social, and Cultural Rights.
- (ii) The draft does not properly treats religion as one of the prohibited ground for discrimination.
- (iii) The draft does not mention parents' rights in any of its provisions, in contradiction with Article 18 (4) of the ICCPR, Article 13 (3) of the ICESCR; and Article 5 of the ICRC.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>Preambular Paragraph 2</b>	<b>Preambular Paragraph 2</b>
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,	Mindful of the responsibility incumbent on States to ensure the right to education, <b>as guaranteed in the Universal Declaration of Human Rights and all other relevant international human rights instruments, as well as to</b> achieve, through education, the aims set forth in the Charter of the United Nations and the Constitution of UNESCO,
	<b>Comment:</b> a synthetic formulation of the paragraph, which keeps the doors open to "all other relevant international human rights instruments", should be considered exhaustive in itself, without going through a list of treaties that may not necessarily be agreed upon by all States and which should be constantly updated.
<b>Preambular Paragraph 3</b>	<b>Preambular Paragraph 3</b>
Acknowledging States responsibility to safeguard, fulfill and implement every individual's right to inclusive, safe and equitable education of good quality	Acknowledging States' responsibility <b>to ensure the realization of the right to good quality education in an inclusive, safe and equitable way.</b>
	<b>Comment:</b> <ul style="list-style-type: none"> <li>- "ensure the realization of the right to education" is more in line with a human rights based language.</li> <li>- The right is "good quality education". "Inclusive, safe and equitable" are features of an holistic realization of this right. The order matters.</li> </ul>
<b>Preambular Paragraph 6</b>	<b>Preambular Paragraph 6</b>
Acknowledging States' primary responsibility to promote and ensure human rights education,	Acknowledging <b>States' responsibility</b> to promote and ensure the education <b>of human rights and fundamental freedoms,</b>
	<b>Comment:</b> Parents have the <b>primary</b> responsibility to ensure the education of their children.

<b>Preambular Paragraph 7</b>	<b>Preambular Paragraph 7</b>
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”,	<b>Taking note of the goals enshrined in the United Nations 2030 Agenda for Sustainable Development and the 2015 Paris Agreement</b> , that calls on countries to “enhance climate change education”,
<b>Preambular Paragraph 9</b>	<b>Preambular Paragraph 9</b>
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.	Considering the responsibility incumbent on UNESCO to encourage and support Member States <b>in their efforts</b> to ensure education for the advancement of peace, human rights <b>and fundamental freedoms</b> , sustainable development, global citizenship <b>and intercultural dialogue</b> .
	<b>Comment:</b> the expression “in any activity” is too broad. UNESCO is not called to support “any” activity a State may come up with.
<b>Preambular Paragraph 10</b>	<b>Preambular Paragraph 10</b>
<i>Reaffirming</i> 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,	<i>Reaffirming</i> that education is a <b>holistic and</b> lifelong process, <b>directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms with a view to enabling all persons to participate effectively in a free society, promote understanding, tolerance, and friendship among all nations and all racial, ethnic or religious groups and further the activities of the United Nations for the maintenance of peace.</b>
	<b>Comment:</b> This version is drawn from the concept and objectives of education recognized under the International Human Rights Law, particularly the wording of Article 13 (1) of the International Covenant on Economic, Social, and Cultural Rights.
<b>Preambular Paragraph 11</b>	<b>Preambular Paragraph 11</b>
Observing that the free flow of information, freedom of expression and professional autonomy are central ...,	Observing that the free flow of information, <b>academic freedom</b> , freedom of expression and <b>institutional autonomy</b> are central ...,
<b>Preambular Paragraph 12</b>	<b>Preambular Paragraph 12</b>
Recognizing also that States could create a safe and enabling environment for engaging all relevant stakeholders within society in human rights education, including educational institutions, independent national rights institutions and the free, independent and pluralistic media, and should ensure the meaningful and effective participation of children, young people and adults.	Recognizing also that States could create a safe and enabling environment for engaging all relevant stakeholders within society in human rights education, including all educational institutions, independent national rights institutions, <b>faith-based organizations</b> and the free, independent and pluralistic media, and should ensure the meaningful and effective participation of children, young, people and adults <b>and their family members</b> .

	<p><b>Comment:</b> It is important to include (all) educational institutions, to include non-governmental schools, and some other non-mainstream educational institutions. It is relevant to <b>include faith-based institutions</b> due to its importance providing worldwide education, and to ensure that the educational environments are respectful with the cultural background of all families. Besides, it is essential to recall that <b>families need to be included as part of this dialogue.</b></p>
<b>Preambular Paragraph 13</b>	<b>Preambular Paragraph 13</b>
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 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.	Reaffirming that education shall respect cultural and <b>religious dimensions</b> of societies and be directed to promoting understanding, pluralism, respect for diversity and friendly relations and solidarity among all nations and <b>peoples</b> , and 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.
<b>Preambular Paragraph 16</b>	<b>Preambular Paragraph 16</b>
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,	Persuaded that to shape peaceful, just, equal, equitable, inclusive, healthy and sustainable societies, education itself must be expanded for the benefit of all,
	<p><b>Comment:</b> “transformative” should be deleted, since the concept of transformation referred to education is structurally open and vague, founded on and directed towards uncertainty. In some way, it leaves open not only how and when such a transformation should take place, but, above all, why and towards what such a transformation should tend.</p>
<b>Preambular Paragraph 17</b>	<b>Preambular Paragraph 17</b>
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,	Building on the existing body of international instruments adopted at UNESCO,
<b>Preambular Paragraph 19</b>	<b>Preambular Paragraph 19</b>
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;	<p><b>Comment:</b> the paragraph should be deleted. It seems to exceed the aim of a Recommendation, putting an undue pressure on States. What is stated in preambular paragraph 18 should be sufficient for States.</p>
<b>Preambular Paragraph 20</b>	<b>Preambular Paragraph 20</b>
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.	<p><b>Comment:</b> the paragraph should be deleted, since the Recommendation is not a legally binding instrument. States are usually due to report on the implementation of an international Convention which they ratified or acceded.</p>
<b>PARAGRAPH I.1</b>	<b>PARAGRAPH I.1</b>

The ultimate aim of this Recommendation is to inspire and empower people of all ages with ...	The ultimate aim of this Recommendation is to inspire people of all ages with ...
<b>PARAGRAPH I.2</b>	<b>PARAGRAPH I.2</b>
Noting this, the Recommendation aims to guide States in their national efforts ...	Noting this, the Recommendation aims <b>to support</b> States in their national efforts ...
<b>PARAGRAPH I.3</b>	<b>PARAGRAPH I.3</b>
This Recommendation should also help mobilize, guide and support the actions of nongovernmental actors working in the field of education and society at large for the same purposes.	This Recommendation <b>may</b> also <b>inspire</b> the actions, <b>initiatives and programmes</b> of nongovernmental actors working in the field of education and society at large for the same purposes.  <i>Alternative text:</i> <b>Nongovernmental actors working in the field of education, as well as the society at large, may draw inspiration from this Recommendation when developing their actions, initiatives and programmes.</b>
	<b>Comment:</b> The autonomy of private actors must be respected. It is up to them to decide whether they find the recommendation useful or inspiring.
<b>PARAGRAPH I.4</b>	<b>PARAGRAPH I.4</b>
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:	Specifically, education should aim to be transformative, seeking to prepare, motivate and empower learners to take informed decisions and actions <b>in a free society</b> to promote peace, human rights <b>and fundamental freedoms</b> , sustainable development and global citizenship, <b>to respect cultural, racial, ethnic and religious diversity and to foster knowledge</b> , skills and competencies such as:
	<b>Comment:</b> This version emphasizes the respect for cultural, ethnic, and religious diversity as an ineludible action of education rights holders. Also, it expresses that those decisions are taken in a free society, as stressed by Article 13 (1) of the ICESCR. Finally, it highlights respect for fundamental freedoms and not only human rights using the exact wording of the ICESCR and Paragraph 8(b) of the current draft. In addition, to introduce students to skills and competences, it is required previous knowledge.
<b>PARAGRAPH I.4(c)</b>	<b>PARAGRAPH I.4(c)</b>
<i>Intercultural awareness and respect for diversity and pluralism:</i> The ability to understand and respect the dignity of all persons and cultures ...;	<i>Intercultural awareness and respect for <b>cultural, ethnic, and religious</b> diversity and pluralism:</i> The ability to understand and respect the dignity of all persons and cultures, <b>ethnic groups and religions</b> , and the needs, perspectives and actions of others, including through valorizing diverse knowledge systems;
	<b>Comment:</b> This version emphasizes the respect for cultural, ethnic, and religious diversities as an ineludible action of education rights holders. Also, it expresses that those decisions are taken in a free society, as Article 13 (1) of the ICESCR stress. Finally, it highlights respect for fundamental freedoms and not only human rights using the exact wording of the ICESCR and Paragraph 8(b) of this current draft.



<b>PARAGRAPH I.4(d)</b>	<b>PARAGRAPH I.4(d)</b>
<i>Sense of connectedness and belonging to a common and diverse humanity:</i> 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;	<i>Sense of connectedness and belonging to a <b>single human family</b>:</i> Understanding that <b>humankind</b> shares a common planet and appreciating the <b>benefits</b> and responsibilities that go along with that heritage, while embracing and respecting the differences as well as the commonalities between all people;
<b>PARAGRAPH I.4(f)</b>	<b>PARAGRAPH I.4(f)</b>
<i>Self-awareness:</i> The ability to reflect on one's own values, perceptions and actions, as one's role in the local, national, regional and global community, to motivate one's own actions;	<i>Self-awareness:</i> <b>The capacity to acknowledge and to reflect critically upon one's values</b> , perceptions and actions, <b>as well as upon</b> one's role in the local, national, regional and global community, <b>as well as</b> to motivate one's own actions;
	<b>Comment:</b> It is essential the possibility of knowing the values otherwise, the values that are going to prevail are those of the mainstream culture. It is essential to think also the role of one within its community, especially for non-mainstream groups. Therefore, the community should be included.
<b>PARAGRAPH I.6</b>	<b>PARAGRAPH I.6</b>
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.	Education should contribute to international understanding and to the strengthening of human rights and world peace. In this effort, <b>respect for cultural and religious</b> 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.
<b>PARAGRAPH III.8</b>	<b>PARAGRAPH III.8</b>
For the purposes of this Recommendation:  (a) ...;  (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.	For the purposes of this Recommendation:  (a) ...;  (b) "Human rights and fundamental freedoms", as recognized by international human rights <b>legally binding</b> instruments, derive from the inherent dignity of the human person and are universal, inalienable, <b>indivisible</b> 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 <b>legally binding</b> instruments and operationally directed at promoting and protecting human rights.

<p>(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 ...;</p> <p>(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;</p>	<p>(d) “Global Citizenship” refers to a sense of belonging to a <b>common human family</b>, sharing a destiny on this planet <b>and looking for the common good</b>. It emphasizes political, economic and social interdependence and interconnectedness between the local, the national, regional and the global ...;</p> <p>(e) “Culture of peace” is a set of values, attitudes, traditions and modes of behaviour and ways of life based on: [<i>Cf. Art. 1: RES A/53/243: Declaration and Programme of Action on a Culture of Peace</i>]</p> <ul style="list-style-type: none"> <li>• <b>respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation;</b></li> <li>• <b>full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;</b></li> <li>• <b>full respect for and promotion of all human rights and fundamental freedoms;</b></li> <li>• <b>commitment to peaceful settlement of conflicts;</b></li> <li>• <b>efforts to meet the developmental and environmental needs of present and future generations;</b></li> <li>• <b>respect for and promotion of the right to development;</b></li> <li>• <b>respect for and promotion of equal rights and opportunities for women and men;</b></li> <li>• <b>respect for and promotion of the right of everyone to freedom of expression, opinion and information;</b></li> <li>• <b>adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations;</b></li> </ul> <p>and fostered by an enabling national and international environment conducive to peace.</p>
<p>(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;</p> <p>(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.</p>	<p>(f) “International understanding”, “cooperation” and “peace” are to be considered as interrelated and <b>facilitated by dialogue</b> and friendly relations between peoples and a wide range of stakeholders, <b>including families and communities</b>, ...;</p> <p>(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 <b>fundamental</b> human rights are universally respected, and where human beings care for and respect <b>each other and</b> other living beings and the</p>

<p>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;</p> <p>(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;</p> <p>(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.</p>	<p>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, <b>our common home</b>;</p> <p>(h) “Human rights education” comprises all educational, learning, training, information and awareness-raising activities aimed at promoting respect for and observance of universal 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 <b>and fundamental freedoms</b>, sustainable development and global citizenship;</p> <p>(i) “Transformative education” <b>is a dynamic process of interaction, through which both teachers and learners develop knowledge and skills, practice critical and constructive understanding of their world’s framework and share values and attitudes in order to be resilient, adaptable and prepared to face global and unprecedented challenges. Such an educational approach aims to make people agents of change and protagonists of their own future, by taking informed decisions and actions that support the building of peaceful, just, inclusive, equitable, healthy and sustainable societies.</b></p>
<p><b>PARAGRAPH IV.9(b)</b></p>	<p><b>PARAGRAPH IV.9(b)</b></p>
<p>Commit to guaranteeing the right of all people to education, which promotes human rights and fosters peaceful, just equitable, inclusive, healthy and sustainable societies for all.</p>	<p>Commit to guaranteeing the right of all people to contextually relevant, inclusive, equitable and quality education, which promotes human rights <b>and fundamental freedoms</b> and fosters peaceful, just equitable, inclusive, healthy and sustainable societies for all.</p>
<p><b>PARAGRAPH IV.9(d)</b></p>	<p><b>PARAGRAPH IV.9(d)</b></p>
<p>Recognize that national, ethnic, linguistic and religious minorities and indigenous peoples have the right to quality education (...)</p>	<p>Recognize that national, ethnic, linguistic and religious minorities and indigenous peoples have the right to quality education, <b>that is respectful of their identity, moral and religious convictions, and encourages knowledge of their history, traditions, language and culture, without discrimination of any kind.</b></p>
<p><b>PARAGRAPH IV.9(e)</b></p>	<p><b>PARAGRAPH IV.9(e)</b></p>
<p>Commit to education and learning as a continuous, lifelong, life-encompassing, humanistic and transformative process that recognizes the fullness of being human;</p>	<p>Commit to education and learning as a continuous, lifelong, life-encompassing, <b>holistic</b> and transformative process that recognizes the fullness of being human;</p>
<p><b>PARAGRAPH IV.9(k)</b></p>	<p><b>PARAGRAPH IV.9(k)</b></p>

Safeguard freedom of expression and access to information while addressing incitement to hatred, discrimination or violence;	Safeguard freedom of <b>thought, conscience and religion as well as the freedom of expression including the right to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice;</b>
	<b>Comment:</b> See ICCPR, arts. 18-19.
<b>PARAGRAPH IV.9(I)</b>	<b>PARAGRAPH IV.9(I)</b>
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	Recognize the value of diverse literacies, languages <b>and cultures</b> , cherish diversity, and nurture intercultural understanding between and among people, societies and countries through various means <b>and approaches enabling fair frameworks for dialogue.</b>
<b>PARAGRAPH V.10(b)</b>	<b>PARAGRAPH V.10(b)</b>
With due regard for the complexity of current challenges, create science-based and evidence informed laws, policies, plans and strategies, (..)	With due regard for the complexity of current challenges, create science-based, evidence-informed <b>and cultural sensitive</b> laws, policies, plans and strategies, <b>developed in a participatory manner</b> , (..)
<b>PARAGRAPH V.10(d)</b>	<b>PARAGRAPH V.10(d)</b>
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.	Ensure that laws, policies, plans and strategies aim to <b>guarantee that</b> all learners, without discrimination, have equal rights and opportunities in education and are empowered to shape more peaceful and just societies.
<b>PARAGRAPH V.10(e)</b>	<b>PARAGRAPH V.10(e)</b>
	<b>Guarantee that all their actions respect the liberty of parents and guardians to ensure the religious and moral education of their children in conformity with their own convictions and the liberty of individuals and protect the right of religious entities to establish and direct educational institutions.</b>
	<b>Comment:</b> parents' rights and educational freedoms are part of the minimum core of Article 13 of the ICESCR, art 26 of the UDHR, art. 18.4 ICCPR, art 5.b of the UNESCO Convention against Discrimination in Education and art. 18.1 of the CRC. There is no reason to exclude these provisions.
<b>PARAGRAPH V.11</b>	<b>PARAGRAPH V.11</b>

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.	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 <b>and adequate</b> 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 <b>racism, intolerance, discrimination and violence against ethnic, political, and religious groups</b> , 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.
	<b>Comment:</b> Key factor: discrimination on ethnic, political, and religious basis must be included.
<b>PARAGRAPH V.12</b>	<b>PARAGRAPH V.12</b>
In line with the 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 (...)	In line with the 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 (...)  <b>Comment:</b> States should provide ... <b>to whom?</b>
<b>PARAGRAPH V.15</b>	<b>PARAGRAPH V.15</b>
Member States should build capacities and sustainable education partnerships with other Member States, international and non-governmental organizations, national independent human rights actors (...)	Member States should build capacities and sustainable education partnerships with other Member States, international and non-governmental organizations, <b>civil society actors, including faith-based organizations</b> , national independent human rights actors (...)
<b>PARAGRAPH V.16</b>	<b>PARAGRAPH V.16</b>
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.	<b>No part of this Recommendation must be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions.</b> Member States must ensure these institutions conform to minimum standards as laid down or approved by the State.  <b>Comment:</b> Educational freedoms are part of the minimum core of Articles 13 of the ICESCR and 26.3 of UDHR, and the previous wording tries to subordinate educational freedoms (as human rights) to the minimum standards approved by the State. That is why the indivisibility of human rights as a principle is crucial.
<b>PARAGRAPH V.20</b>	<b>PARAGRAPH V.20</b>
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.	Member States should commit to providing contextualized curricula, <b>elaborated in a participatory manner</b> , 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 <b>a culture of care and respect for the other</b> in education systems, including in curriculum development.

<b>PARAGRAPH V.21</b>	<b>PARAGRAPH V.21</b>
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.	Human rights and citizenship education, training and learning activities should be provided to all learners, educators and education personnel to promote respect for universal human rights and fundamental freedoms, and contribute to the prevention of human rights and <b>fundamental freedoms'</b> violations, promote a universal culture of <b>peace</b> , 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.
<b>PARAGRAPH V.26</b>	<b>PARAGRAPH V.26</b>
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. Members 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.	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 <b>and religious</b> 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 <b>people living in vulnerable situations</b> . Members 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.
<b>PARAGRAPH V.27</b>	<b>PARAGRAPH V.27</b>
Assessment ... 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.	Assessment ... Special attention should be paid to assessment and evaluation conditions for learners with disabilities and/or disadvantages, and to the particular requirements of online <b>and blended</b> learning.
<b>PARAGRAPH V.28</b>	<b>PARAGRAPH V.28</b>
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.	<b>Assessment</b> 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 <b>action and service</b> 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.
	<b>Comment:</b> Assessment is not only about "performance" but about skills, knowledge, competences, etc.
<b>PARAGRAPH V.31</b>	<b>PARAGRAPH V.31</b>



<p>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.</p>	<p>In developing teaching and learning materials and resources, a global perspective should be applied, nurturing respect for cultural <b>and religious</b> diversity, 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.</p>
<p><b>PARAGRAPH V.32</b></p>	<p><b>PARAGRAPH V.32</b></p>
<p>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.</p>	<p>All materials and resources should be adapted to learners' educational level, developmental needs and local context. They should be free of discrimination and violence towards any individuals, groups or peoples.</p>
	<p><b>Comment:</b> All the other words included in the recommendation, such as "gender-transformative" materials, etc., exceed the international human rights law framework legally binding for Member States. Moreover, they can even use those concepts to violate the right of individuals and bodies to direct educational institutions.</p>
<p><b>PARAGRAPH V.35</b></p>	<p><b>PARAGRAPH V.35</b></p>
<p>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.</p>	<p>Member States should support access to life-wide and lifelong learning in a diversity of <b>educational</b> spaces and environments (including public spaces, workplaces, community institutions, <b>faith-based institutions and organizations</b>, 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.</p>
<p><b>PARAGRAPH V.36</b></p>	<p><b>PARAGRAPH V.36</b></p>

<p>Member States need to take action to achieve this, including by:</p> <ul style="list-style-type: none"> <li>(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 decolonial, anti-discrimination and anti-racist practices, while promoting peace, tolerance, inclusivity, empathy, solidarity and care for the environment;</li> <li>(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;</li> <li>(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;</li> <li>(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 schools and climate-smart campuses) and proactively using these as transformative learning spaces; and</li> </ul>	<p>Member States need to take action to achieve this, including by:</p> <ul style="list-style-type: none"> <li>(a) Supporting educators and system-wide efforts to ensure schools and other <b>teaching and learning</b> environments and their facilities are <b>available, accessible, acceptable and adaptable</b>. <b>Educational</b> spaces must be made and kept free from discrimination, violence and harassment. They should be inclusive while promoting peace, tolerance, empathy, solidarity and care for the environment;</li> <li>(b) supporting the full, equal and equitable participation of all children, young people and adults, giving special attention in teaching and learning programmes, educational administration and policy-making and decision-making activities to persons with disabilities <b>and all those living in vulnerable situations</b>;</li> <li>(c) promoting <b>educational</b> environments, including online, that recognize the value of intercultural <b>and interreligious</b> 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;</li> <li>(d) promoting democratic <b>educational</b> environments that give space for the voices and contributions of <b>parents and</b> learners, including children and young people in safe spaces that nurture healthy relationships and model principles of inclusion, equity, safety, well-being and sustainability (e.g. health-promoting schools and climate-smart campuses) and proactively using these as transformative learning spaces;</li> </ul>
	<p><b>Comment:</b> The “4As” of the right to education of the CESCR, also used by the Special Rapporteur on the Right to Education, are more consensual.</p>
<p><b>PARAGRAPH V.37</b></p>	<p><b>PARAGRAPH V.37</b></p>
<p>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.</p>	<p>To enable <b>transformative educational environments</b>, Member States should <b>facilitate and support</b> public institutions, academic bodies, associations, unions and communities to work together to develop a code of ethical norms to which all education professionals must adhere.</p>
<p><b>PARAGRAPH V.38</b></p>	<p><b>PARAGRAPH V.38</b></p>
<p>Member States should ... such as:</p> <ul style="list-style-type: none"> <li>(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</li> </ul>	<p>Member States should ... such as:</p> <ul style="list-style-type: none"> <li>(a) Motivating educators to commit to human rights, cultural <b>and religious</b> diversity, the fundamental interconnectedness of humanity and the aim of positively changing society, so that the principles</li> </ul>



<p>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;</p> <p>(b) Safeguarding freedom of expression and access to information, guaranteeing educators' academic freedom and respecting their autonomy and professionalism;</p> <p>(c) ...;</p> <p>(d) ...;</p> <p>(e) ...;</p> <p>(f) ...</p>	<p>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;</p> <p>(b) Safeguarding freedom of expression <b>and opinion as well as</b> access to information, guaranteeing academic freedom and respecting the autonomy and professionalism <b>of researchers</b>;</p> <p>(c) ...;</p> <p>(d) ...;</p> <p>(e) ...;</p> <p>(f) ...</p>
<p><b>PARAGRAPH V.39</b></p>	<p><b>PARAGRAPH V.39</b></p>
<p>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.</p>	<p>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 <b>foster</b> the attitudes, values and behaviours needed to achieve the aims of this Recommendation. <b>For this purpose, Member States must ensure the priority right of parents and guardians to choose the religious and moral education of their children in conformity with their own convictions.</b></p> <p><b>Comment:</b> Key factor the respect for the parent's rights, even more in the Early Childhood Education and Care. Cf. 18.4 of the ICCPR.</p>
<p><b>PARAGRAPH V.40</b></p>	<p><b>PARAGRAPH V.40</b></p>
<p>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.</p>	<p>This will require, among other things, <b>respecting the primary right of family and parents to choose the religious and moral education of their children in conformity with their own convictions</b>, investing in the high <b>qualifications</b> of early childhood educators and offer ongoing support through specific pre- and in-service training programmes, and support caregivers through <b>respectful</b> 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.</p>
<p><b>PARAGRAPH V.41</b></p>	<p><b>PARAGRAPH V.41</b></p>
<p>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.</p>	<p>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, <b>always respecting the rights and duties of parents to provide appropriate direction and guidance in the exercise of these rights by the child.</b> ECCE should also foster safety and a sense of trust, empathy and belonging within communities in a multicultural <b>and multi-religious societies.</b></p>

	<b>Comments:</b> Parents' rights are a minimum core obligation according to Article 13 (3) of the International Covenant on Economic, Social, and Cultural Rights; and Article 5 of the Convention on the Rights of the Child.
<b>PARAGRAPH V.44</b>	<b>PARAGRAPH V.44</b>
Inclusive, participatory, transformative, intercultural, research-based and age-appropriate learning approaches are needed to release the full potential of education for global citizenship, peace, human rights and sustainable development, as well as of education for health and well-being, including comprehensive sexuality education, and media and information literacy and education for the environment and climate. Within these approaches, learner-centred pedagogies should be leveraged to integrate the cognitive, social and emotional and action-orientated components of transformative learning.	<b>Transformative approaches</b> are needed to release the full potential of education for global citizenship, peace, human rights and sustainable development, as well as of education for health and well-being, <b>in accordance with parents' moral and religious convictions</b> , and media and information literacy and education for the environment and climate. Within these approaches, learner-centered pedagogies should be leveraged to integrate the cognitive, social, emotional and action-orientated components of transformative <b>education</b> .
	<b>Comments:</b> Parents' rights are a minimum core obligation according to Art. 18(4) of the ICCPR, Art. 13(3) of the ICESCR and Art. 5 of the CRC.  We recommend deleting the concept of “comprehensive sexuality education” which is not consensual and controversial.
<b>PARAGRAPH V.47</b>	<b>PARAGRAPH V.47</b>
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.	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 <b>education</b> 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.
<b>PARAGRAPH V.49</b>	<b>PARAGRAPH V.49</b>
Member States and HEIs should ... be strengthened by facilitating the mobility of students, researchers and educators, and by supporting programmes aimed at professional international cooperation.	Member States and HEIs should ... be strengthened by facilitating the mobility of students, researchers and educators, and by supporting programmes aimed at professional international cooperation. <b>High quality teaching is essential in fostering high quality education and requires qualified and well-equipped educators to build on successful research.</b>
<b>PARAGRAPH V.51</b>	<b>PARAGRAPH V.51</b>
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	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 <b>education</b> . Open science policies and open access are essential to reflect the diversity of communities and

communities and practices to advance and support more inclusive and equitable research.	practices to advance and support more inclusive and equitable research.
<b>PARAGRAPH V.52</b>	<b>PARAGRAPH V.52</b>
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 and sustainable development 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.	TVET qualifications and programmes should be delivered without discrimination and through a human rights-based <b>and inclusive</b> 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 and sustainable development for all. This can be achieved by promoting international solidarity and principles of inclusion, equality <b>between women and men</b> , respect for cultural, <b>ethnic, and religious</b> diversity, sustainable consumption and production, environmental consciousness and active citizenship.
<b>PARAGRAPH V.55(d)</b>	<b>PARAGRAPH V.55(d)</b>
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	promoting relevant and non-discriminatory curricula, <b>as well as</b> 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;
	<b>Comments:</b> "Gender-responsive" is not a curricular obligation. Treating this as a separate issue establishes a hierarchy among prohibited grounds for discrimination, such as race and religion.
<b>PARAGRAPH VI.57</b>	<b>PARAGRAPH VI.57</b>
Review processes should be participatory and inclusive and ensure the meaningful and effective participation of all stakeholders to improve learning processes and ensure ....	Review processes should be participatory and inclusive and ensure the meaningful and effective participation of all stakeholders to improve <b>educational</b> processes and ensure ....



MISSION PERMANENTE D'OBSERVATION  
DU SAINT-SIEGE AUPRES DE L'UNESCO

## VERBAL NOTE

Prot. N. 216/2023

Object: Comments on the draft text of the Revised 1974 Recommendation

The Permanent Delegation of Holy See to UNESCO presents its compliments to the General Secretariat of UNESCO and the competent offices for the revision of the 1974 Recommendation.

With reference to the draft text of the Revised 1974 Recommendation, this Permanent Observer Mission of the Holy See to UNESCO has submitted the draft to the competent offices of the Holy See. I have the duty to bring to your attention the contributions (observations and comments) received from our Authorities.

Even though the Holy See is not a State member, education policies are very important for us, as we are committed to ensure the realization of the right to good education in an inclusive, safe and equitable way. My Authorities and this Mission are grateful for the consideration that will be given to the enclosed document (Annex).

The Permanent Observer Mission of the Holy See to UNESCO avails itself of this opportunity to renew to the General Secretariat of UNESCO and the competent offices for the revision of the 1974 Recommendation the expression of its highest consideration.

Paris, 9<sup>th</sup> January 2023

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General Secretariat of UNESCO  
Sector of Education  
Office for the Revision of the  
1974 Recommendation  
Maison de l'UNESCO  
7, Place de Fontenoy  
PARIS



(With Annex)

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# ICELAND / ISLANDE

ENCLOSURE 3

MEMBER STATE: Iceland

**GENERAL COMMENTS ON THE INSTRUMENT:** Iceland is pleased with the emphasis on a rights-based approach, as well as the importance of the advancement of education for sustainable development, which we believe must be maintained throughout the drafting process. We however believe that the human rights-based approach could be further strengthened, with a more concise use of agreed UN language when defining important concepts. The current draft also places a greater emphasis on gender equality than the recommendation concerning Education for International Understanding, Co-operation and Peace Education relating to Human Rights and Fundamental Freedoms, which Iceland commends. However, we believe that this could be further underscored, as per our proposals below. We are generally supportive of the transformative approach to education and gender mainstreaming. Iceland also commends the increased consideration of the inclusion of youth in decision-making processes, but we would like this to be further strengthened and streamlined. Iceland emphasizes the importance of the new Youth declaration on transformative education that was accepted at the TES Summit in November 2022. Iceland commends the youth declaration and its overarching key message the young people's call to be meaningfully engaged in education policy and decision-making, working alongside their parents, teachers, civil society, international organizations, the United Nations, and others promoting education. We suggest that the declaration be listed on page 17 under Other Instruments and that the outcomes of the Youth Declaration be taken into account in the ongoing process of the 1974 recommendation. We do not support dropping fundamental freedoms and international understanding and cooperation from the title.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
#0: 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	#0: 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

<p>national human rights institutions and the free, independent and pluralistic media, and should also ensure the meaningful and effective participation of children<sup>1</sup>, young people and adults,</p>	<p>national human rights institutions and the free, independent and pluralistic media, and should also ensure the meaningful and effective participation of children, young people and adults, <b>regardless of their gender.</b></p>
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<p>PARAGRAPH #</p>	<p>PARAGRAPH #</p>
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<p>#9. 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;</p>	<p>#9. 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, <b>gender,</b> language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;</p>
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<p>PARAGRAPH #</p>	<p>PARAGRAPH #</p>
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<p>#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</p>	<p>#22 <i>Iceland is of the opinion that it is not necessarily helpful to enumerate some subjects and exclude others. Our suggestion would therefore be:</i>  A transformative approach should be embedded in curricula and across all areas of study and at all levels. <del>In</del></p>
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<p>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.</p>	<p>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.</p>
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PARAGRAPH #	PARAGRAPH #
<p>#23-25.</p> <p>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.</p> <p>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</p>	<p>23.</p> <p>Learning and teaching in formal and non formal settings 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. It 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. It should also involve the study of successful peace-building endeavours, experiences of solidarity and peaceful alternatives to violent forms of conflict resolution. Finally, teaching and learning</p>

<p>peaceful alternatives to violent forms of conflict resolution.</p> <p>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.</p>	<p>should 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.</p>

PARAGRAPH #	PARAGRAPH #
<p>#40.</p> <p>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.</p>	<p>#40.</p> <p>Iceland is supportive of the emphasis on investment in professional early childhood educators and training and promoting inclusive and pro environmental behaviors and environments.</p> <p>The recently adopted <i>Tashkent's declaration, education starts early</i> could be added to the list of instruments in the Appendix.</p>

PARAGRAPH #	PARAGRAPH #
<p>#44.</p> <p>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</p>	<p>#44.</p> <p>It is important to maintain the reference to the inclusion of comprehensive sexuality education in the text.</p>

<p>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. With inthese approaches, learner-centred pedagogies should be leveraged to integratethe cognitive, social and emotional and action-orientated components of transformative learning.</p>	

PARAGRAPH #	PARAGRAPH #
<p>#36b. 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.</p>	<p>#36b. Supporting the full, equal and equitable participation of all children, young people and adults, giving special attention to <b>women and girls</b>, persons with disabilities and persons belonging to indigenous peoples, minorities and other vulnerable and marginalized groups, in teaching and learning programmes, educational administration and policy-making and decision-making activities.</p>

INDIA / INDE

**ENCLOSURE 3****MEMBER STATE: INDIA**

## 1. Comments related to Technical and Vocational Education and Training (TVET):

“TVET qualifications and programmes should be delivered without discrimination and through a human rights-based, gender-transformative approach leveraging the power of disruptive technology. 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, generation and exchange of new ideas and best practices and active citizenship.”

## 2. Comments related to Statistical Bureau:

S.No	Action Areas	1974 recommendations	Action areas supported by MoE
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1.	Laws, policies and strategies	<p>i) To develop laws, policies, plans and strategies, which harness the full potential of interdisciplinary and inter-sectoral approaches to ensure a well-aligned whole-of-government approach in the implementation of this Recommendation;</p> <p>(ii) Create policy mechanisms to support flexible and context-relevant pathways of learning (in both formal and non-formal learning)</p> <p>(iii) Ensure that laws, policies, plans and strategies aim to correct gender-based and intersectional biases and promote gender equality in and through</p>	<p>(i) The Right of Children to Free and Compulsory Education Act or Right to Education(RTE) Act, 2009, means that every child has a right to full time elementary education in a formal school which satisfies certain essential norms and standards.</p> <p>(ii) In India National Education Policy 2020 is the first education Policy, the aim of the policy is to provide all students equal opportunity , irrespective of their place of residence, a quality education system, with particular focus on marginalized, disadvantaged, and under privileged groups. The basic principle of the policy is that, ‘full equity and inclusion to be the keystone of all educational decisions, to</p>
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		<p>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.</p>	<p>ensure that all students are able to thrive in the education system.</p>
2.	Governance, accountability and partnerships	<p>(i) 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.</p> <p>(ii) 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.</p>	<p>The fundamental principle of the National Education Policy, 2020 is 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through autonomy, good governance, and empowerment.</p>

3.	Curriculum and pedagogy	<p>(i) Member States should endeavor 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.</p> <p>(ii) Member States should commit to providing</p>	<p>One of the key component of National Education Policy is the National Curriculum Framework and the mechanism of developing National Curriculum Framework is in place which will be developed by the National Council of Educational Research and Training (NCERT) covering school education level from Primary to Higher Secondary.</p>
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		<p>considerate and self-determined curricula that connect with the concerns and issues that learners faces in day to day life as well as with diverse knowledge systems, in order to empower learners to respond to these issues collectively and effectively, through inclusive and equitable learning.</p> <p>(iii) A transformative approach should be embedded in curricula and across all areas of study and at all levels. The teaching of the arts, history, geography, sciences, technology and languages is important to advance peace, human rights, sustainable development and global citizenship.</p> <p>Holistic, multidisciplinary, interdisciplinary and trans-disciplinary 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.</p>	<p>(ii) In NEP education policy there is a provision for (a) 'respect for diversity and respect for the local context' in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;</p> <p>(b) Secondly there should be synergy in curriculum across all levels of education from early childhood care and education to school education to higher education (iii) One of the fundamental principle of NEP is multi-disciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;</p>
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4.	Assessment and evaluation	Assessment of and for learning should be prioritized in order to strengthen collaboration, cooperation and mutual understanding, identify barriers to learning, enhance learners'	(i) To assess the learning levels of student a detailed National Achievement Survey is conducted covering 3.4 million students from 1,18,274 schools across 720 Districts in all 36 States/UTs
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		<p>abilities to succeed and develop the reflective capacity of individuals and communities.</p> <p>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. 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</p>	<p>administering students at level class 3,5 &amp;8 for the subject Language, Mathematics, Science and Social Sciences.</p> <p>(ii) Ministry of Education in partnership has conducted a large scale foundational learning study for grade 3, aims to establish reading proficiency benchmarks for reading, comprehension of language and proficiency in numeracy.</p> <p>(iii) Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture. There should be continuous review of progress based on sustained research and regular assessment by educational experts</p> <p>(iv) Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management</p>
5.	Learning and teaching materials and resources	<p>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</p>	<p>(i) In Samagra Shiksha there is a provision to provide High quality and diversified Student and Teacher Resources/Learning Materials for a joyful learning environment in a school. The Teaching Learning Material is available in all languages, including mother tongue/home languages</p>

		open license to facilitate the sharing of knowledge for the public good.	/local languages for language and mathematics. (ii) There is a provision to provide graded material to children to enhance the learning levels in reading, comprehension and numeracy, such as, Worksheets, workbooks, quizzes, etc.
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6.	Learning environments	<p>(i) 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</p> <p>(ii) Supporting educators and system-wide efforts to ensure schools and other education and learning environments and their facilities are accessible, enabling and safe. 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;</p> <p>(iii) Supporting the full, equal and equitable participation of all children giving special attention to persons with</p>	<p>(i) While the establishment of primary schools in every habitation across the country-driven by the Sarva Shiksha Abhiyan (SSA), now subsumed under the Samagra Shiksha Scheme and other important efforts across the States - has helped to ensure near- universal access to primary schools, it has also led to the development of numerous very small schools.</p> <p>(ii) Most classrooms have children with specific learning disabilities who need continuous support. Teachers must be helped to identify such learning disabilities early, for this Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. new National Assessment Centre, PARAKH, will formulate guidelines and recommend</p>
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		disabilities and persons belonging to indigenous peoples, minorities and vulnerable and marginalized groups	appropriate tools for conducting such assessment, from the foundational stage to higher education
7.	Educator development	<p>(i) Member States should constantly improve the ways and means of valuing the role of educators by providing opportunities for collaboration, professional learning and international exchange in pre- and in-service programmes so as to support the ongoing development of educators'</p> <p>(ii) 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, professional development and promotion of educators etc.</p>	Since ' Teachers and faculty' are the heart of the learning process –their recruitment, continuous professional development, positive working environments and service conditions are one of the main fundamental principle of NEP.

8.	Early childhood care and education	(i) 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	(I) A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT (ii) For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers /teachers. Every Anganwadi will have a well-ventilated,
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		<p>for a successful and fulfilling life, improve their future learning outcomes . For this it is recommended, Member States to invest in 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.</p>	<p>well-designed, child-friendly and well-constructed building with an enriched learning environment.  (iii) The responsibility for ECCE curriculum and pedagogy will lie with Ministry of Education to ensure its continuity from pre-primary school through primary school, and to ensure due attention to the foundational aspects of education. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of Education, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education.</p>
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9.	School education	<p>(i) Inclusive, equitable, quality and relevant primary and secondary education are central to addressing contemporary challenges and achieving the aims of this Recommendation</p> <p>(ii) 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,</p>	<p>(i) The main objective of Samagra Shiksha scheme is to provide inclusive and equitable quality education from pre-school to senior secondary school. It aims to provide quality education and improve students' learning outcomes; to close social and gender gaps in school education; to ensure equity and inclusion at all levels of school education; to ensure minimum standards in schooling provisions; to</p>
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		good quality teaching and adequate facilities)	<p>promote vocationalization of education; to assist states in implementing the Right of Children to Free and Compulsory Education (RTE) Act, 2009; and to strengthen and upgrade SCERTs.</p> <p>(ii) Under Right to Education Act, 2009 there is provision to provide free uniform and text books to School going students</p>
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# IRELAND / IRLANDE

## ENCLOSURE

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: IRELAND

##### GENERAL COMMENTS ON THE INSTRUMENT:

Welcome the revision of the instrument and the extensive consultation process that has been undertaken to bring forward this draft text.

Note that Ireland's Second National Strategy on Education for Sustainable Development, published in June 2022, adopts a lifelong learning approach, spanning from early learning and care to third level education and research and provides a framework to support the contribution that the education sector is making to Agenda 2030, as well as contributing to the implementation of this instrument.

Note that given the range of different inter-related UN instruments and initiatives, as set out in the appendix, it would be important to align reporting requirements as far as possible to minimize the administrative burden on member states and ensure that progress and impact are appropriately captured. Guidance on monitoring mechanisms at the national level would be welcomed.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH #	PARAGRAPH #
10b With due regard for the complexity of current challenges, create science-based and evidence-informed laws, policies, plans and strategies, developed in a participatory	<u>Observations by Higher Education, Policy and Research Unit</u> 10b With due regard for the complexity of current challenges, create <b>research</b> -based and evidence-informed laws, policies, plans and strategies, developed in a participatory

<p>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.</p> <p>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.</p> <p>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</p> <p>17. Recognizing the role of Member States as duty bearers, civil society, communities, citizens</p>	<p>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.</p> <p><i>Comment: Propose use of term research, as while the term 'Wissenschaft' in Germany includes science and humanities, the term 'science' in English tends to have a narrower understanding. The humanities and social sciences are important in examining the ethical, values based issues at play here.</i></p> <p>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 <del>school</del> data, leadership and governance training, educator and education management codes of practice, multichannel communication and other social accountability measures including regular monitoring and reflective reviews.</p> <p><i>14: Comment: Unclear what is intended here in practice re "elaboration of relevant curricula". Perhaps this could be made clearer.</i></p> <p><i>17: Comment: Further clarity should be provided in text here: "should engage cooperatively in the process of governance, policy-making, and</i></p>
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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.

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.

27. 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.

*monitoring, evaluation and reporting [on what] with due respect for each other's roles and mutual accountability.*

*20. Comment: use of term 'providing' here in relation to curricula is not appropriate to higher education, due to institutional autonomy. Suggest use of term 'supporting' instead.*

*21. Comment: Clarify, earlier in text reference is made to global citizenship education. Here the 'global' is missing. What is intention here?*

*27. Comment: Propose alternative term to 'ensure' such as endeavour. There is subjectivity to what constitutes healthy or unhealthy competition between students, for example and limits on what can be 'ensured'. While no educator or policy-maker would intend to cause harm to learners through approaches used, different learners may experience the same assessment differently.*

28. Performance assessment both in formal and non-formal learning settings should be reliable, credible, transparent, valid, trustworthy, objective and culturally inclusive and responsive.

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.

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.

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

28. Comment: Should non-formal be included in this statement? Is this feasible in all settings where non-formal learning may take place?

29. Comment: While this is a positive goal, it does not reflect current practices, given role of education publishers etc. Text may need to take account of lead-in time/resources required to advance this, e.g. *Member States should work towards ensuring that materials are developed as open educational resources under an appropriate open licence to facilitate the sharing of knowledge for the public good.*"

35. Comment. Explicit reference to public libraries would be welcome here.

...(including public spaces, public libraries, workplaces, community institutions, scientific and cultural institutions and local contexts such as parks and streets, etc.)

47. Comment – suggest adding reference to development of transversal skills

"To achieve this, study programmes must include interdisciplinary and transdisciplinary approaches, fostering the development of transversal skills, 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.

<p>and information literacy in their curricula and promote more research in this area.</p> <p>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.</p> <p>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.</p>	<p>49) Comment: Suggest alternative wording here, such as "Member States and Higher Education Institutions (HEIs) should embed a strong culture of quality assurance in higher education and research to ensure inclusive and equitable access, programme design, operational environments and investments".</p> <p>50. Comment: Suggest adding to final clause of this statement:</p> <p>To this end, researchers and educators should ensure fairness and transparency in their research and give due consideration to research ethics and sustainability impacts of their research.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p>...</p> <p>.....</p> <p>...</p>	<p><u>Observations by Strategic Policy Unit</u></p> <p>The policy for a more unified tertiary education and research system in Ireland will assist in and support the achievement of the revised 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms in:</p> <ul style="list-style-type: none"> <li>• Fostering lifelong and life wide learning as well as flexible learning pathways in offering a varied and relevant range of choices for a diversity of learners throughout their lifelong pursuit for knowledge and skills</li> </ul>



- Easing the burden of transitions between education sectors to support the progression of all learners
- Expanding equitable access to education / equality of opportunity in taking a more unified approach across sectors to more fully address equality, diversity and inclusion with a deeper understanding of the reasons for exclusion from the system
- Fostering collaboration and coordination of activities across sectors in providing incentives and supports for individual sectors in the system to collaborate together on shared objectives either to create greater linkages or to create more powerful responses through their coherent delivery across a wider system
- Supporting educators in developing ‘whole community of practice’ approaches
- Supporting the provision of information to families and communities in providing more comprehensive and accessible information about the full range of choices for learning and development in the system and the pathways between them
- Progressing the development of shared quality assurance review process between HE and FET and cross-sectoral publications on the quality of the system
- Developing a comprehensive policy framework and Action Plan encompassing both further education and training and higher education provision for responding to the significant digital skills requirement for all segments of the workforce identified in the National Digital Strategy Harnessing Digital

Background

Policy for Unified Tertiary Education and Research System

The Department is developing a policy vision to progress a more unified tertiary education and

research system, details of which were noted by Government on 24<sup>th</sup> May 2022.

The vision is for a well-functioning, unified tertiary system for knowledge and skills, composed of complementary further education and training, higher education and research and innovation sectors, characterised by:

- Diverse and aligned learning and development opportunities across a broad spectrum
- Clear and extensive pathways for students, learners, researchers and innovators
- Expansive skills and qualifications frameworks aligned to current and future skills needs
- The creation and wider diffusion of new knowledge, skills and innovation
- Resilience and preparedness for future change and the challenges that may present (e.g. technological advances, EDI, climate change)
- Comprehensive regional and national systems that are coherent and balanced in meeting these objectives
- Coherent and balanced policies, investment, support and resources
- 

#### Policy Objectives

Taking into account the changing external environment, the wider policy context, as well as the Department's strategic goals as set out in its Statement of Strategy, the vision for a more unified tertiary system is to:

- more closely align the further education and training, higher education and research and innovation sectors
- meet the diverse needs of all learners throughout their lifelong pursuit for knowledge and skills
- enable the sectors to work together to address the future knowledge and skills needs

	<p>of our learners and researchers, our economy and our society.</p> <p>To achieve this vision, the policy defines 5 key objectives:</p> <ol style="list-style-type: none"> <li>1. To offer a wide range of more joined up learning and development opportunities to learners, researchers and innovators</li> <li>2. To grow equality, diversity and inclusion across the system</li> <li>3. To enable the system to adapt to change</li> <li>4. To create more unified regional systems</li> <li>5. To provide for the skills, knowledge and talent needs of individuals, the economy and society</li> </ol> <p>On-going Engagement</p> <p>In a spirit of collaboration, wider sectoral and stakeholder engagement and consultation through existing processes as well as direct engagement and consultation on this policy objective has been key in progressing this policy vision. In that vein, the Department is planning to further develop and progress this policy vision through a process of consultation and engagement with stakeholders and has launched an open consultation process which is happening in two phases.</p> <p>The first phase consisted of an online consultation platform where individuals and groups were encouraged to make a submission in response to a small number of open ended questions. The public consultation ended on the 26<sup>th</sup> of August 2022 and a Consultation Report has been published on the 6<sup>th</sup> of December 2022 which reflects the broad themes communicated by contributors and the Department’s response to those themes. The second phase will take place through a series of targeted stakeholder engagements and dialogue, building on the information gathered in the first phase.</p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### OBSERVATIONS TO DEPARTMENT OF EDUCATION FROM IRISH DEVELOPMENT EDUCATION ASSOCIATION (IDEA)

MEMBER STATE: \_\_\_\_\_

##### GENERAL COMMENTS ON THE INSTRUMENT:

In framing these observations on the Preliminary on the report on progress made towards the revision of the 1974 Recommendation and revised Draft Recommendation, IDEA consulted widely with our members. The following is a summary of our discussions.

The revision of the 1974 Recommendation is welcome and timely and comes at a time when we are emerging from a global pandemic and are facing other significant global challenges, such as sustainability, climate crisis and biodiversity breakdown, all of which have environmental, social, economic and cultural dimensions.

The Draft Revised Recommendation is a strong, progressive document, bringing together the multitude of concepts and positions relating to education for peace, justice, equality, sustainability. It is also a useful reference document for those operating in global citizenship education, human rights education and education for sustainable development. It rightly emphasises that education should reflect these themes.

##### We particularly welcome:

- The new and more streamlined structure of the document.
- The participatory approach to education and strong emphasis on all forms of collaboration runs throughout the document which recognises the many and diverse actors and stakeholders involved including:
  - The important of role civil society organisations in the delivery of education programmes.
  - The involvement of Local Authorities in the roll out of this recommendation.
- The definition of sustainable development that underlines the interconnectedness of Earths ecosystems
- The emphasis on Global Citizenship Education
- The focus on gender equality and the commitment to challenging and eliminating harmful stereotypes in all areas.
- The supposition that education should be “transformative”
- The increased emphasis on adult education/lifelong learning throughout the document.
- The focus on youth and non-formal education.
- The sections on Follow-up and Review and Promotion to ensure the implementation of this Recommendation at MS State level.

**What could be strengthened/improved upon:**

- We note that the terms “democracy/democratic” are largely absent from the document. While the document rightly has a strong focus on human rights, it is disappointing that this is not reinforced with the concept of democracy being front and centre of the Recommendation.
- There is not sufficient reference to nature/the natural environment across the document. While we acknowledge the recognition of the interconnectedness of the world’s ecosystems within the definition of sustainable development, this is not reflected throughout the document which is overly “human centred”.
- The reference to human responsibility that we all have towards the natural world/planet is welcome, but the totality of life and relationships across the natural world need greater emphasis. There is a need to reference how we can repair the relationship between the built and natural environments.
- Sufficient attention has not been placed on Social and Emotional Learning – particularly in view of the significant body of research and learning on its essential role over the past 50 years
- The emphasis on respect for diversity is welcome. At the same time, it would be important to see a more proactive approach to encourage global voices and perspectives to be included in all forms of education
- There is no reference to decolonisation within the revised recommendation, although the term and concept are becoming more widely used and applied in recent years. The only reference to the legacy of colonialism is in the DG Report (section 16(h) p. 21) in relation to the Latin American and Caribbean consultation which “identified a series of threats to human rights and peace affecting education in the region, including ..... **colonial practices permeating the educational curricula** ..... ”. References in this Recommendation on the need to “decolonise education” would be welcome.
- The important role vocational/technical education plays in building a sustainable and equitable future is not sufficiently addressed throughout the document.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH # TITLE</b>	<b>PARAGRAPH # TITLE</b>
<p style="text-align: center;">Title</p> <p>REVISED RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS ('1974 RECOMMENDATION')SUMMARY</p> <p>Draft Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development</p>	<p>We welcome the revised title and in particular the inclusion of “Education for Global Citizenship” and “Sustainable Development”</p>
<b>PARAGRAPH # 1-6 Aims</b>	<b>PARAGRAPH #1-6 Aims</b>
<p>4. Specifically, <b>education should aim to be transformative</b>, seeking to prepare, motivate and empower learners to take informed decisions and actions</p> <p>Skills and competencies listed from a – k</p>	<p><b>Paragraph 4: Comment:</b></p> <p>4. Particularly welcome the statement that “education should aim to be transformative”.</p> <p>Consideration might be given to adding additional competency/skill:</p> <p><b>Paragraph 4: New text proposed in bold: Character development to enable learners understand their role as active global citizens.</b></p>
<b>PARAGRAPH #7 Scope</b>	<b>PARAGRAPH #7 – Scope</b>
<p><b>Existing Wording</b></p> <p>At all levels, from early childhood.....and adult education</p>	<p>The emphasis in this section on scope is more formal education sector rather than informal/non-formal learning.</p> <p>The scope could be more inclusive and target all adults/young people.</p> <p><b>Suggested wording:</b></p> <p>At all levels, from early childhood.....and <b>adult and community education</b></p> <p>(This would emphasise the inclusion of all adults whether in formal, non-formal or informal education settings).</p>
<b>PARAGRAPH #8 Definitions</b>	<b>PARAGRAPH #8 Definitions</b>

**8 (g) Sustainable Development**

“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

**Paragraph 8 (g) Comment  
Sustainable Development:**

- This inclusion of interconnectedness of the Earth’s ecosystems in the definition is particularly welcome.
- However, while references to ecosystems and biodiversity loss are incorporated in the definitions and guiding principles, they don’t come through in other sections. The totality of life and relationships across the natural world need greater emphasis.

<p>development also requires fostering a sense of <b>global citizenship</b>, by which all people develop a sense of belonging to a single human family sharing a common destiny on Earth;</p>	<p><b>Paragraph 8(g): New Text Proposed (bold text):</b> Need to emphasise a rights-based approach to sustainable development – insert “human rights”</p> <p>Sustainable development also requires fostering a sense of global citizenship <b>and human rights</b>, by which all people develop a sense of belonging to a single human family sharing a common destiny on Earth;</p>
<p><b>PARAGRAPH #9-10 Guiding Principles</b></p>	<p><b>PARAGRAPH #9-10 Guiding Principles</b></p>
<p>Para 9.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;</p>	<p><b>General Comment on Guiding Principles</b> The link between the natural world and human development makes this one of the most important statements in the Declaration. In many ways, it underpins rationale for the recommendation. Yet this link between natural environment, planet and human development does not run through the entire document.</p>
<p><b>PARAGRAPHS #11-18 Governance, Accountability and Partnerships</b></p>	<p><b>PARAGRAPHS #11-18 Governance, Accountability and Partnerships</b></p>
<p>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.</p> <p>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</p>	<p><b>Paragraph 12 - Comment</b> The recommendation that MS must provide financial, administrative and material resources is seminal to the delivery and implementation of the recommendation.</p> <p><b>Paragraph 15 Comments</b></p> <ul style="list-style-type: none"> <li>▪ This recommendation for international co-operation is particularly welcome. However, there is no reference or proposal as to how this type of co-operation or the development of sustainable education partnerships across international borders might be funded.</li> <li>▪ The recommendation that MS build partnerships with existing communities of practise and civil society organisations is an important recognition of the work that is being done by the vast range of actors and stakeholders within this sphere</li> </ul>



<b>PARAGRAPH #19 – 26 Curriculum &amp; Pedagogies</b>	<b>PARAGRAPH #19 – 26</b>
<p>24. <b>The teaching and learning of history</b> 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.</p>	<p>The ‘curriculum and pedagogy’ section within the Recommendation contains several important principles:</p> <p>We welcome</p> <ul style="list-style-type: none"> <li>▪ The emphasis on learner centred pedagogies</li> <li>▪ The inclusion of sport and learning through sport (para 23)</li> <li>▪ The emphasis on the importance of the teaching and learning of history(para 24).</li> <li>▪ The emphasis on all learners engaging with STEM to enhance critical thinking and creative capacities</li> </ul> <p>We would request that:</p> <ul style="list-style-type: none"> <li>▪ A reference to outdoor education/green spaces for learning be included here.</li> <li>▪ Para 24, (re the teaching and learning of history) includes a reference to “decolonising education” (particularly in view of the issues raised in the Latin American/Caribbean Consultation as referred to in the DG Report [p. 25, section 16.h) .</li> </ul>
<b>PARAGRAPH #27- 28 Assessment and Evaluation</b>	<b>PARAGRAPH #27- 28 Assessment and Evaluation</b>
<p>27. Assessment of and for learning should be prioritized in order <b>to strengthen collaboration, cooperation and mutual understanding</b>, identify barriers to learning, enhance learners’ abilities to succeed and develop the reflective capacity of individuals and communities. Educators and Education policy-makers <b>should ensure that assessment and evaluation do not harm learners</b> 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.</p>	<p>27. The emphasis on collaboration, co-operation in assessment is particularly important.</p> <p>The proposal that “Education policy-makers <b>should ensure that assessment and evaluation do not harm learners</b>” is one of the most important and seminal recommendations in the Recommendation.</p> <p>(It might be useful to note that this was an issue that was addressed in <a href="#">our submission</a> to the recent NCCA Consultation on the new Leaving Certificate Climate Action and Sustainable Development subject.)</p>
<b>PARAGRAPHS #29 – 33 Learning and Teaching Resources</b>	<b>PARAGRAPH #29-33 Learning and Teaching Resources</b>

<p>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.</p>	<p><b>Para. 29 (comment)</b> How does the commitment to open educational resources for the public good work with textbooks from private companies? Professor Patrick Paul Walsh from UCD/SDG Academy has done extensive work on <a href="#">Open Education Resources</a> (OER)</p>
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**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

**Paragraph 32**

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.

**PARAGRAPH 34 – 36 Learning Environments**

**Para. 30 New Text Proposed in Bold:**

**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 will also promote critical media literacy as learners develop skills to detect bias and fake news/ misinformation and will** 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

**Note: The added text (in bold) refers back to Art 4(j)**

**Paragraph 32 Comment:**

We particularly welcome the recommendation for the production of gender transformative learning materials and resources and elimination of all forms of deep-rooted and harmful stereotyping from such materials resources - not simply avoiding stereotypes but challenging them.

**PARAGRAPH 34 – 36 Learning Environments**

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.....

Local authorities and other social institutions should be actively involved in this effort to extend opportunities for meaningful learning.

**36(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,

**Para. 35 New Text Proposed in Bold:**

**35.** and local contexts such as parks, **community gardens, waterways** and streets, etc

**Para 35 Comment**

Welcome reference to role of local authorities.

Local Authorities will need to be briefed on this Recommendation and encouraged as to how to participate.

In Ireland, this might be incorporated into plans for local authorities under the SDG NIP.

**36(a)**

This section would benefit from a greater emphasis on ensuring that learning/spaces environments are fully accessible to learners with disabilities.

<p>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;</p>	<p>Moreover, not only education spaces should be accessible for learners with disabilities but so too should the programme structure e.g. part-time options.</p>
<p><b>PARAGRAPH 37 – 38 Educator Development</b></p>	<p><b>PARAGRAPH 37 – 38 Educator Development</b></p>
	<p><b>Pars 37 – 38 General Comments:</b>  We would suggest that the section on Educator Development should include reference to:</p> <ul style="list-style-type: none"> <li>▪ the importance of supporting the continuing professional development of educators;</li> <li>▪ The need for wraparound supports for educators to safeguard their own psychological and emotional needs</li> <li>▪ Supports for educators working with learners who have had to flee from war/violence, displaced learners including refugees, asylum seekers and victims of trafficking.</li> </ul>
<p><b>PARAGRAPH 42 – 44 School Education</b></p>	<p><b>PARAGRAPH 42 – 44 School Education</b></p>

<p>42. Inclusive, equitable, quality and <b>relevant</b> 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.</p> <p>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 <b>in case of need</b>, as well as <b>bridging opportunities in circumstances of adversity</b> so that learners are not left behind or excluded.</p>	<p><b>School education – General Comments:</b> This section needs some further expansion in relation to teacher support and development.</p> <p>Suggest including references to</p> <ul style="list-style-type: none"> <li>▪ Providing social training and looking after teachers' psychological and emotional needs</li> <li>▪ Social and political education for teachers</li> <li>▪ Specific reference to resourcing special needs pupils/classes</li> </ul> <p><b>Para 42 Comment</b> Unlike para 39 on early childhood care and education, this article doesn't mention children's well-being or any benefits of education before their lives as adults. Welcome reference to learner retention but also quality of education and a relevant and quality curriculum is needed. It is not clear what is meant by "relevant primary and secondary education".</p> <p><b>Para 43: New Text proposed (in bold):</b> 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, <b>adequate staffing, staff training and support</b>) to help learners in schools achieve learning outcomes and ensure continuity of learning <b>particularly</b> in case of need, as well as bridging opportunities in circumstances of adversity so that learners are not left behind or excluded.</p>
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<p>44. Inclusive, participatory, transformative, intercultural, research-based and age-appropriate learning approaches are needed ..... Within these approaches, learner-centred pedagogies should be leveraged to integrate the cognitive, social and emotional and action-orientated components of transformative learning.</p>	<p><b>Para 43 Comment</b>  <b>'bridging opportunities in circumstances of adversity'</b> Is this proactive enough? Language could be stronger re prevention and intervention. Is continuity of learning only for cases of need? Suggestion to use 'particularly in case of need'? (see above new wording)</p> <p><b>Para 44 Comment:</b>  References to Learning Centred Pedagogies to effect transformative education are particularly welcome.  Could a point be made here or elsewhere on the importance of collective action?</p>
<p><b>PARAGRAPH 52 Technical and Vocational Education</b></p>	<p><b>PARAGRAPH 52 Technical and Vocational Education</b></p>
	<p><b>Para 52: General Comments</b>  The section on Vocational Education is disappointing. There is just one paragraph devoted to it (as opposed to seven for higher education, and three each for early childhood, school education and non-formal, informal and adult education .</p> <p>We suggest that this section of the Recommendation should develop the concept of green values for green skills within the vocational sector (e.g. hairdressers procuring chemicals, builders/fitters using ethical materials and understanding supply chains).</p> <p>It may be useful to draw on some of the strong EU Recommendations/ Conclusions on green skills for the green economy. While it is welcome that this Recommendation does not focus on education and skills for economic development (unlike many EU documents), it could be specifically relevant here.</p> <p>The Solas Document <a href="#">Green Skills for FET</a> would be a useful reference point to strengthen this section. .</p>
<p><b>PARAGRAPH 53 – 55 Non-formal and informal education and adult learning</b></p>	<p><b>PARAGRAPH 53- 55 Non-formal and informal education and adult learning</b></p>

**Paras 53- 55 General Comments**

It would be preferable to see strong separate sections for non-formal, informal, and adult learning with equal attention to each. As mentioned above, the scope of the Recommendation is heavily focused on formal education. Recognising the space for non-formal education from the start is important.

There is no mention of community-education or its impact. We suggest that Community Education be included in section title of paras 52- 55 (Adult and Community Learning).



	<p><b>Paragraph 53 Comment</b> Adult education - highlights population-level benefits but overlooks the value of individual-level benefits and the often marginalised groups who engage in AE.</p> <p><b>Paragraph 55- Comment</b> Mentioning Global Youth Work (GYW) is imperative when speaking about non-formal education.</p>
<b>PARAGRAPH 56 – 61 Follow up and Review</b>	<b>PARAGRAPH 56 – 61 Follow up and Review</b>
	<p><b>General Comments:</b></p> <ul style="list-style-type: none"> <li>▪ The Follow-up and Review Section is central to the implementation of the Recommendation.</li> <li>▪ We welcome the recommendation that follow up and review processes should be participatory.</li> <li>▪ It is unclear to what extent UNESCO will follow up and mechanisms will be in place to support follow-up to this Recommendation.</li> <li>▪ Member States need to ensure sufficient staff to monitor and report back on its implementation.</li> <li>▪ Civil Society and other related actors should be included in follow up and review, ensuring multi-stakeholder support for the Recommendation.</li> </ul>
<b>Para 62 – 64 Promotion</b>	<b>Para 62 – 64 Promotion</b>
	<p><b>General Comments:</b></p> <ul style="list-style-type: none"> <li>▪ The addition of a new section on promotion of the Recommendation is particularly important for its eventual implementation.</li> <li>▪ The Recommendation is clear that both UNESCO and Member States have a shared responsibility for the promotion of the Recommendation from local to global levels.</li> <li>▪ In order for this recommendation to take root, there must be a whole of Government approach in all Member States.</li> <li>▪ Creating awareness of and support for the Recommendation in Member States will require training of officials across Government Departments and State Organisations</li> <li>▪ Local Authorities should be aware of the Recommendation and of the important role they can play in its implementation.</li> <li>▪ Member States must work with all stakeholders at all levels and all forms of education to create awareness of and support for this Recommendation.</li> </ul>
<b>Appendices</b>	<b>Appendices</b>

	<p><b>Suggested Additional Documents to be included in Appendices</b></p>
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**UNESCO**

[Declaration on the Responsibilities of the Present Generations Towards Future Generations \(2022\)](#)

**Other UN Instruments**

[UN Youth Strategy](#) 2018

[UN Youth Policies and Programmes Resolution](#)  
(2021)

[Our Common Agenda](#) (2020)

**Other Intergovernmental initiatives**

[The European Declaration on Global Education to  
2050 – The Dublin Declaration](#) (2022)

## **NOTE TO DEPARTMENT OF EDUCATION REGARDING IMPLEMENTATION OF THE RECOMMENDATION IN IRELAND**

As outlined above we believe this to be a very progressive and welcome document and look forward to working with the Department for its full implementation in Ireland.

We would request that the Department also take the following into account when seeking to implement the Recommendation:

- The active involvement of the GCE/DE sector in Ireland. There is huge expertise in implementing the principles of the 1974 Recommendation in the GCE/DE sector, which has been carrying out this work for decades and has world-renowned expertise and experience. In that regard, investment in scaling up GCE practice in Ireland would contribute enormously to the implementation of the Recommendation.
- The Recommendation should feed into the work of National Advisory Committee on ESD
- All levels of education to encourage curricular approaches that are multidisciplinary, interdisciplinary and transdisciplinary in ongoing curriculum reform. While this is challenging to achieve, efforts to address this should be rewarded and shared.
- Engagement and linkages between the Recommendation and the primary curriculum review process are essential to embed the Recommendation in school practice.
- Staff within relevant sections of the Department of Education (and other departments engaging in education e.g. Department of Children and Youth Affairs, Department of Foreign Affairs (Irish Aid), Department of Further and Higher Education, Innovation and Science, Department of Climate Action and the Environment) should have a working knowledge of this document.
- Training and support of educators will be central to implement this recommendation.
- Class sizes will impact on the effective implementation in the school education sector.
- There must be realistic expectations of educators within current challenges e.g. staffing, pupil needs.
- There will be a need for investment in dedicated staff (or staff time) to manage the monitoring/follow up as outlined in Section 6.
- SEC and Inspectorate: Take note of the recommendations in relation to Assessment and Evaluation.
- In order to implement the Recommendation fully, the document should allow for implementation based on what is currently happening in Ireland (and internationally) now. Hence the importance of including initiatives that are happening globally are well represented in the resolution e.g., ensuring that Global Youth Work is represented in non-formal section. Note, Global Youth Work and the Youth2030 Programme is a coalition supported by Irish Aid.

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

**IRELAND**

**MEMBER STATE:** \_\_\_\_\_

**GENERAL COMMENTS ON THE INSTRUMENT:**

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH #	PARAGRAPH #
<p>Action Area Learning environment</p> <p>36. Member States need to take action to achieve this inclusion by:</p> <p>(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;</p>	<p>Cineáltas the new Action plan on bullying contains 61 actions to prevent and address bullying in schools in the Republic of Ireland. The actions contained within Cineáltas have been developed under the four key areas of Wellbeing and provides a holistic approach modelled on four key principles of prevention, support, oversight and community. The plan will help to ensure the provision of a learning environment that is safe and inclusive and facilitates each child maximising their potential.</p> <p>Examples of actions in Cineáltas that mirror 36(a – e) are listed below,.</p> <p>(a) Amongst other actions Schools will be required to produce an accessible School Culture and Values Declaration, a Cineáltas Charter, which outlines the school’s culture and values and how they can help to prevent and address bullying, in an age appropriate manner. The Declaration will include, for example, a school’s focus on welcome, inclusion and wellbeing. The Department of Education will provide guidance to schools on the development and implementation of this declaration with input from the whole school community</p>

<p>(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;</p> <p>(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;</p> <p>(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- – 11 – being and sustainability (e.g. health-promoting and climate-ready schools and campuses) and proactively using these as transformative learning spaces; and</p> <p>(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</p>	<p>(b) The National Council for Curriculum and Assessment (NCCA) will progress their work in supporting teaching and learning about Traveller Culture and History within the curriculum</p> <p>(c) The National Council for Curriculum and Assessment will review and update the Intercultural Guidelines for primary and post-primary schools to support the further integration of intercultural education in the curriculum.</p> <p>(d) The Department of Education will establish a dedicated unit to promote the voice of children and young people and to ensure that they have meaningful input into the development of Department policy.</p> <p>(e) The Department of Education will encourage primary and post primary teaching staff to avail of the new Department of Education online courses on the topic of online bullying (cyber bullying) in order to provide school staff with the knowledge, resources and confidence needed to teach about cyberbullying and also to deal with cyberbullying incidents as they arise.</p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>...</p> <p>.....</p> <p>...</p>	
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>

## **Ireland's Comments on the First Draft of the Revised 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms**

Good afternoon,

Please see attached in regard to the CL 4401 Preliminary Report on progress made towards the revision of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

We have received observations (attached) from IDEA (Irish Development Education Association). The Curriculum and Assessment Unit (CAP) in the Department of Education have looked at this and have found that the comments are very good and can be supported, however one area of concern i.e. on paragraph 43, it is felt that we cannot agree to a commitment to provision of transport, textbooks etc.

We have also received feedback from our Parents and Learners Unit in the Department of Education which is attached (Obs.docx). The Department of Further and Higher Education, Research, Innovation and Science have also added comments as per attachment (DFHERI) document.

If you have any queries in regard to above, please do not hesitate to get in touch.

Kind Regards,

Department of Education

# JAPAN / JAPON



## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: Japan

#### GENERAL COMMENTS ON THE INSTRUMENT:

Restructuring of the instrument has made the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (hereinafter referred to as the “1974 Recommendation”) better organized and will promote public understanding. The first draft of the revised text of the 1974 Recommendation (ANNEX I of the [CL/4401]) (hereinafter referred to as “the draft Recommendation”) is comprehensive, covering all levels and types of education. The Government of Japan (GoJ) would like to submit comments as follows;

- 1 . GoJ stresses that the Education for Sustainable Development (ESD) contributes, in pursuit of the ultimate aim of the draft Recommendation as stated in its paragraph 1 of I.AIMS, i.e. “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,” by encouraging each individual to proactively grasp the challenges of modern society as their own and bring about new values and behavioral changes that lead to solutions.

Considering the importance of ESD, GoJ proposes that the revised 1974 Recommendation makes reference to principles and its importance of ESD in preamble, the section of “Definitions” (paragraph 8) and the section of “Guiding Principles” (paragraph 9), as described in the table below.

2. It would be effective to move some important topics (e.g. gender equality) to the section of “Guiding Principles” and delete description of those in the section of “Action Areas” in order to avoid misunderstanding that those topics are related only to specific areas.
3. Each level/type of education should be described with the same level of detail as each level/type of education is equally important. In this regard, GoJ believes “Higher education and research” should be significantly shortened.
4. The challenges in the world today such as COVID-19 pandemic and recent conflicts have magnified existing disparities and inequalities, as the vulnerable and marginalized children are particularly affected. The revised 1974 Recommendation should take into account the significant roles of education in such circumstances, including those reaffirmed by the Transforming Education Summit (United Nations, September 2022).

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<p><b>Title</b></p> <p>Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development</p>	<p><b>Title</b></p> <p>Recommendation concerning Education for <del>Global Citizenship, Peace and Human Rights</del> <b>Sustainable Development and Sustainable Development</b></p> <p>[Comments]  “Global Citizenship” should be treated as the means with which the ultimate objectives such as sustainable development, peace and human rights are achieved.</p> <p>GoJ believes that it would be effective to emphasise the importance of ESD as the key to success to achieve all 17 sustainable development goals (SDGs) and include the term on the title of the revised 1974 Recommendation.</p>
<p><b>Preamble</b></p> <p><b>Reaffirming</b> the fundamental link between the achievement of peace, human rights, sustainable development and the promotion of global citizenship education.</p>	<p><b>Preamble</b></p> <p><b>Reaffirming</b> the fundamental link between the achievement of peace, human rights, sustainable development and the promotion of <b>Education for Sustainable Development (ESD)</b> and global citizenship education.,</p>
<p><b>Preamble</b></p> <p><b>Recognizing</b> 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”,</p>	<p><b>Preamble</b></p> <p><b>Recognizing</b> the importance of the United Nations 2030 Agenda <b>and the achievement of Sustainable Development Goals (SDGs) and ESD as a key enabler for all 17 SDGs</b> which commits <del>s</del>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 <del>2015</del>–Paris Agreement that calls on countries to “enhance climate change education, training,” <sup>τ</sup></p>
<p><b>PARAGRAPH 4</b></p> <p>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:</p> <p>(a) <i>Analytical, critical thinking and understanding</i>: 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;  [...]  (k) <i>Communication skills</i>: The capacity to critically access and use information, to</p>	<p><b>PARAGRAPH 4</b></p> <p>[Comments]  It seems unclear how the “skills and competencies,” referred to in these items from (a) to (k), has been selected.</p>

<p>listen with empathy and communicate effectively within and beyond one's group.</p>	
<p><b>PARAGRAPH 8</b></p> <p>8. For the purposes of this Recommendation:</p> <p>(a) [...]</p> <p>(b) [...]</p> <p>(c) [...]</p> <p>(d) "Global Citizenship" refers to [...]</p> <p>(e) "Culture of peace" is [...]</p> <p>(f) "International understanding", "cooperation" and "peace" are [...]</p> <p>(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;</p> <p>(h) "Human rights education" comprises [...]</p>	<p><b>PARAGRAPH 8</b></p> <p>8. For the purposes of this Recommendation:</p> <p>(a) [...]</p> <p>(b) [...]</p> <p>(c) [...]</p> <p>(dg) "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. <del>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;</del></p> <p><u>(e) "ESD" is the foundation for the required transformation, providing everyone with the knowledge, skills, values and attitudes to become change agents for sustainable development;</u></p> <p>(df) "Global Citizenship" refers to [...]</p> <p>(eg) "Culture of peace" is [...]</p> <p>(fh) "International understanding", "cooperation" and "peace" are [...]</p> <p>(hi) "Human rights education" comprises [...]</p>
<p><b>PARAGRAPH 9</b></p> <p>9. Education that aims to be transformative must be guided by the following principles:</p> <p>(a) Recognize that quality education is a common public good and should be accessible to everyone;</p> <p>[...]</p> <p>(e) Commit to education and learning as a continuous, lifelong, life-encompassing, humanistic and transformative process that recognizes the fullness of being human;</p>	<p><b>PARAGRAPH 9,</b></p> <p>9. Education that aims to be transformative must be guided by the following principles:</p> <p>(a) Recognize that quality education is a common public good and should be accessible to everyone;</p> <p>[...]</p> <p>(e) Commit to education and learning as a continuous, lifelong, life-encompassing, humanistic and transformative process that recognizes the fullness of being human;</p> <p><u>(f) Empower learners with knowledge,</u></p>

<p>(f) Enable an international dimension and global perspective in education;</p> <p>(g) [...]</p>	<p><u>skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society empowering people for present and future generations, while respecting cultural diversity.</u></p> <p>(gf) Enable an international dimension and global perspective in education;</p> <p>(hg) [...]</p>
<b>PARAGRAPH 29</b>	<b>PARAGRAPH 29</b>
<p>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 license to facilitate the sharing of knowledge for the public good.</p>	<p>29. To meet the needs expressed in this Recommendation, Member States should ensure learners and teachers have <b>inclusive</b> access to teaching and learning materials in different formats prepared in the language or languages <b>acceptable to</b> learners and <b>each Member State.</b><del>They should ensure these materials are developed as open educational resources under an appropriate open license to facilitate the sharing of knowledge for the public good.</del></p> <p>[Comments]</p> <p>Taking into account that requesting open license related to OER could have negative impact on interest of stakeholders of the revised 1974 Recommendation, such as private publishers who provide educational materials, it would be sufficient if inclusive access to teaching and learning materials for all Member States stakeholders could be secured.</p>
<b>PARAGRAPH 33</b>	<b>PARAGRAPH 33</b>
<p>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.</p> <p><b>Learning environments</b></p> <p>34. [...].</p> <p>35. [...].</p>	<p><del>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.</del></p> <p><b>Learning environments</b></p> <p><del>334. [...]</del></p> <p><del>3435. [...]</del></p> <p>[Comments]</p> <p>It would be more efficient for the implementation of the revised 1974 Recommendation to utilize the existing resources than to establish a new centre.</p>
<b>PARAGRAPH 44</b>	<b>PARAGRAPH 44</b>
<p>44. Inclusive, participatory, transformative, intercultural, research-based and age-</p>	<p>44. Inclusive, participatory, transformative, intercultural, research-based and age-</p>

<p>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.</p>	<p>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 <del>comprehensive</del> 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.</p> <p>[Comments]</p> <p>As “Comprehensive Sexuality Education (CSE)” defined by UNESCO has not been accepted by all Member States and Associate Members of UNESCO, it would be appropriate to use just “sexuality education” removing “comprehensive” and should be implemented according to each Member State’s specific condition.</p>
<p><b>PARAGRAPH 58</b></p>	<p><b>PARAGRAPH 58</b></p>
<p>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:</p> <ul style="list-style-type: none"> <li>(a) Identify the institutions responsible for implementation, follow-up and review of this Recommendation at the national level;</li> <li>(b) Adopt a “whole community of practice” approach by establishing multi-stakeholder mechanisms;</li> <li>(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</li> <li>(d) Take appropriate measures to follow-up on the results of review processes.</li> </ul>	<p>58. Member States should, in line with international human rights obligations and commitments and according to their specific <del>contexts conditions</del>, governing structures and laws, credibly and transparently follow-up and review policies, laws, programmes and practices related to this Recommendation and establish goals and targets for its implementation. <del>To this end, Member States should:</del></p> <ul style="list-style-type: none"> <li><del>(a) Identify the institutions responsible for implementation, follow-up and review of this Recommendation at the national level;</del></li> <li><del>(b) Adopt a “whole community of practice” approach by establishing multi-stakeholder mechanisms;</del></li> <li><del>(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</del></li> <li><del>(d) Take appropriate measures to follow-up on the results of review processes.</del></li> </ul> <p>[Comments]</p> <p>The follow-up and review themselves should not be the goal. The required activities/initiatives in the 1974 Recommendation should be implemented according to each Member State’s specific condition with due regard for the efficiency and effectiveness.</p>
<p><b>PARAGRAPH 60</b></p>	<p><b>PARAGRAPH 60</b></p>

<p>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.</p>	<p><del>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.</del></p> <p>[Comments]</p> <p>The revised 1974 Recommendation should be implemented according to each Member State's specific condition. In particular, GoJ believes that specific request to the Member States for additional financial/human resources should not be included.</p>
<p><b>PARAGRAPH 61</b></p>	<p><b>PARAGRAPH 61</b></p>
<p>61. Other partners, practitioners and stakeholders should consider the following actions, taking into account their specific contexts and capacities:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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</li> <li>(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.</li> </ul>	<p><del>61. Other partners, practitioners and stakeholders should consider the following actions, taking into account their specific contexts and capacities:</del></p> <ul style="list-style-type: none"> <li><del>(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;</del></li> <li><del>(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</del></li> <li><del>(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.</del></li> </ul> <p>[Comments]</p> <p>The revised 1974 Recommendation should be implemented according to each Member State's specific condition. GoJ also believe that careful consideration would be needed in case when requesting Member States for excessive and additional workload.</p>

# JORDAN / JORDANIE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

**MEMBER STATE:** \_\_\_\_\_ Jordan \_\_\_\_\_

**GENERAL COMMENTS ON THE INSTRUMENT:**

- The necessity of adopting the title (curricula and textbooks).
- The need to train those concerned in curricula management and educational supervisors concerned to implement the previous concepts in the classroom.
- There must be a focus on the intangible cultural heritage by training the members of the curricula departments and coordinating with international organizations interested in this matter.
- Enhancing the early childhood stage to include people with disabilities and ensuring their access to the classroom by creating the infrastructure to facilitate their integration with their peers.
- Highlighting children with developmental delays in kindergarten to provide a supportive learning environment that meets their needs.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH #	PARAGRAPH #
<p>36. Member States need to take action to achieve this, including by:</p> <p>(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;</p>	<p>It's preferable to rephrase (d) to the following text:</p> <p>Creating safe, nurturing, healthy, attractive and democratic learning environments that promote healthy relationships and the exemplary principles of inclusion, inclusiveness and justice to achieve adaptation and psychological and social compatibility for school and university students, and take the initiative to make them places for transformative education.</p>



<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>

**KENYA / KENYA**

## KENYA

### COMMENTS ON THE DRAFT RECOMMENDATION CONCERNING EDUCATION FOR GLOBAL CITIZENSHIP, PEACE, HUMAN RIGHTS AND SUSTAINABLE DEVELOPMENT

#### Experts involved in the consultations.

The experts consulted included officers from Ministry of Education, Kenya institute of curriculum development, National Cohesion and Integration Commission, Kenya National Human Rights Commission, Universities, Members of the Civil Society working on peace and human rights and the National Parents Association.

#### GENERAL COMMENTS ON THE INSTRUMENT:

1. The revised instrument is generally acceptable to Kenya save for the additional comments and inputs that Kenya is proposing herein that will make the instrument more holistic.
2. The revised instrument is comprehensive and addresses key issues relevant to UNESCO's areas of focus. The draft also outlines action areas including, curriculum pedagogy, assessment & evaluation, learning and teaching materials and resources, learner environment, educator development as well as the specific requirements per level and the type of education.
3. The draft has adopted heavily the outcomes of the Transforming Education Summit held September 2022 as well as the UNESCO's Report of the Future of Education hence alive to the ongoing conversations on the need for transformative education.
4. The revised recommendation is futuristic with material relevant on the ongoing global education transformation reforms. Some of the recommendations based on this include:
  - ✓ Equitability of public schools in regard to infrastructure and the whole learning process – especially on Competency Based Curriculum activities so as to have a balanced national knowledge base among learners in all setups
  - ✓ Safeguarding learners from harmful moral experiences in the learning process to ensure that they are emotionally healthy for content assimilation and value development
  - ✓ Capacity building of parents on their roles in parenting in the learning process through capacity building and active school-based seminars.

<b>CURRENT TEXT</b>	<b>NEW PROPOSED TEXT</b>
<p>Preamble Para 6. Acknowledging States primary responsibility to promote and ensure human rights education</p>	<p>Preamble Para 6 We propose the para 6 on the preamble deletes the word primary responsibility and is revised as below: <b>Acknowledging States responsibility to promote and ensure human rights education</b></p>
<p>1. Adopts this .....day 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.</p> <p>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;</p> <p>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;</p> <p>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</p>	<p><b>We propose inclusion of provisions for contextualisation of the recommendation.</b></p>
<p><b>Aims Para 4</b> 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,</p>	<p><b>Aims Para 4</b> Specifically, education should aim to be transformative, seeking to prepare, motivate and empower learners to take informed decisions and actions to promote peace, human</p>

<p>sustainable development and global citizenship and to foster skills and competencies such as:</p> <p><b>(c)</b> 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;</p> <p><b>(e)</b> 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;</p> <p><b>(f)</b> 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;</p> <p><b>(h)</b> Adaptive and creative skills: The capacity to adapt, engage and thrive in a fast-evolving environment and in diverse and shifting contexts;</p> <p><b>(j)</b> 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</p>	<p>rights, sustainable development and global citizenship and to foster <b>value based</b> skills and competencies such as:</p> <p><b>(c)</b> Include promotion of mother language.</p> <p><b>(e)</b> Include community service learning and include mother language.</p> <p><b>(f)</b> <i>We propose that this aspect of competency on self-awareness should feature earlier in the document and should include value-based education, which promote ethical citizens.</i></p> <p><b>(h)</b> Adaptive, <b>creative/innovative</b> skills: The capacity to adapt, engage and thrive in a fast-evolving environment and in diverse and shifting contexts</p> <p><b>(j)</b> Media (<b>including social media</b>) and information literacy and digital skills: Being empowered to understand <b>digital rights, self-awareness/digital self/subject, online platforms and dissemination surfaces, safety stations</b>, effectively search, critically evaluate, ethically produce and responsibly disseminate information and knowledge and respond to disinformation and misinformation, <b>hate speech</b>, 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</p>
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*\*Social media, as opposed to traditional media in general, has generated a great challenge to peace and security hence the need to draft an additional provision in the instrument for clarity. The provision will support UNESCO's discussion on addressing Hate Speech through Education''*

*An Example in Kenya is the Rongo University's Centre for Media, Democracy, Peace and Security. The University has a Social Media Literacy program that conducts digital peacebuilding in collaboration with six public universities in Western Kenya called Maskani with over 70 youths/students and 12 faculty members through our Artificial Intelligence Lab for Peace.*

**Comment; The competency on "appreciation of diversity" is missing**

<p><b>SCOPE</b></p> <p>This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:</p> <ul style="list-style-type: none"> <li>(a) For all people of all ages;</li> <li>(b) Delivered in all spaces;</li> <li>(c) In all settings, including formal, non-formal and informal;</li> <li>(d) Using different modalities (e.g., in person, distance and blended); and</li> <li>(e) At all levels, from early childhood care and education, higher education, including technical and vocational education and training (TVET) and adult education</li> </ul>	<p>e) At all levels, from early childhood care and education, primary and secondary education, higher education, including Technical and vocational education and training (TVET) and adult Education.</p>
<p><b>Definition.</b></p>	<p><b>Definition should include</b></p> <ul style="list-style-type: none"> <li>Basic education</li> <li>Global citizenship education</li> <li>Education for sustainable education.</li> <li>Community service education.</li> <li>Peace education</li> <li>Ethics education</li> <li>Ecological integrity</li> <li>Ethical digital citizenship</li> <li>Global awareness</li> </ul>
<p><b>Guidance principles.</b></p> <p>(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;</p> <p>(j) Recognize, appreciate and promote the awareness among all education policy-makers, educational leaders and educators that learners actively create and co-create knowledge;</p>	<p>(j). We propose an additional principle. Recognize, appreciate and promote the awareness among all education policy-makers, educational leaders and educators that learners actively create and co-create knowledge that <b>is ethical and based on values</b>;</p>

<p><b>ACTION AREA</b> <b>Legal and policies.</b></p> <p><b>(d).</b> 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.</p>	<p><b>(d).</b> We propose inclusion of curriculum: Ensure that laws, policies, <b>curricular</b>, 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.</p>
<p><b>Assessment and evaluation.</b></p> <p><b>32.</b> 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</p> <p><b>33.</b> Member States should consider establishing or helping to establish physical and/or digital resource centers offering materials that support the aims of this Recommendation throughout education and lifelong learning.</p>	<p><b>Assessment and Evaluation.</b></p> <p><b>32.</b> We propose an inclusion that: <b>Adapt materials to the needs of learners with special needs</b></p> <p><b>33.</b> 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. <b>This should include establishing and supporting innovation/incubation hub AI research and Machine Learning in member states</b></p>



<p><b>Curriculum and Pedagogy</b></p> <p>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.</p> <p>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 endeavors, experiences of solidarity and peaceful alternatives to violent forms of conflict resolution</p>	<p><b>Curriculum and Pedagogy</b></p> <p>22. We propose inclusion of Religious and Cultural Studies.</p> <p>24. We propose inclusion of historical injustices as an important aspect in teaching and learning of history. This will promote awareness on the effects of misrepresentation as well as how history has been utilized by dominant groups to misrepresent facts to the detriment of minorities.</p>
<p><b>Learning Environments.</b></p> <p>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</p>	<p><b>Learning Environments.</b></p> <p>35. We seek clarification on how member state will affirm indigenous knowledge and heritage. We would appreciate guidance on existing established standards that affirm indigenous knowledge. We would also appreciate if UNESCO could provide</p>

<p>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.</p> <p><b>36.(d)</b> 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</p>	<p><b>highlights in this area to enable further understanding.</b></p> <p><b>36 (d).</b> Promoting democratic <b>and safe</b> 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</p>
<p><b>Specific requirements per level and type of education</b></p> <p><b>School education.</b></p> <p><b>42.</b> 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.</p> <p><b>43.</b> To guarantee education as a human right for all, Member States should make clear</p>	<p><b>School education.</b> <i>We have the below proposals for this section.</i></p> <ul style="list-style-type: none"> <li>✓ Be specific (primary and secondary school education)</li> <li>✓ Language of the institution (mother language to be provided as a subject in the lower classes)</li> <li>✓ Strengthen internalization of values and virtues.</li> </ul>

<p>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.</p> <p><b>44.</b> 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-centered pedagogies should be leveraged to integrate the cognitive, social and emotional and action-orientated components of transformative learning.</p>	<p><b>44.</b> 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, and media and information literacy and environmental and climate education. Within these approaches, learner-centered pedagogies should be leveraged to integrate the cognitive, social and emotional and action-orientated components of transformative Learning.</p> <p><b>We propose deletion of comprehensive Sexuality Education.</b></p>
<p><b>Higher Education and Research</b></p> <p><b>45.</b> 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</p>	<p><b>Higher Education and Research</b></p> <p><b>45.</b> 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</p>

<p>with other societal actors to stimulate dialogue, bridge diverse communities, redress inequalities, build peace, promote sustainability and foster global citizenship.</p> <p><b>50.</b>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.</p>	<p>presence in society through proactive engagement and partnership with other societal actors to stimulate dialogue, bridge diverse communities, redress inequalities, build peace, <b>foster environmental consciousness</b>, promote sustainability and foster global citizenship.</p> <p><b>We propose inclusion of environmental consciousness</b></p> <p><b>50</b> 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 and <b>Governments should provide accessibility to funding through transparent systems.</b></p>
<p><b>FOLLOW-UP AND REVIEW</b></p>	<p><b>FOLLOW-UP AND REVIEW</b></p> <p>We would underscore the need for member states to have clear time bound indicators to guide the implementation process.</p>

KINGDOM OF BAHRAIN  
/ ROYAUME DE  
BAHREÏN

### ENCLOSURE 3

MEMBER STATE: Kingdom Of Bahrain – مملكة البحرين

#### GENERAL COMMENTS ON THE INSTRUMENT:

- التعليم في مملكة البحرين يُعتمد أسسًا على مبادئ "التعليم المبني على حقوق الإنسان"، ويُعتبر التريبة من أجل التناهم والتعاون وليس الم على الصعيد الدولي من بين مبادئه وقومته الأساسية (مختلف أنواع التعليم: التعليم العام والتعليم الفني والمهني).
- بالرجوع إلى مختلف النواظ التي تضمنتها النوصيرة المشار إليها، نالحظ أن مملكة البحرين قد التزمت بمختلف النوصيرات الداعمة والمعززة للتريبة من أجل التناهم والتعاون وليس الم على الصعيد الدولي والتريبة في مجال حقوق الإنسان وحريته الأساسية؛ حيث اعتمدت الكثير من هذه الخطط والسياسات ومنها جهة التعليم والتريبة، وهي متفحة على كل ما يعزز حقوق الإنسان وحريته، وتحقيق التناهم والتعاون وليس الم، إطار احترام تعهدها والتزامها الدولية، وكذلك في إطار احترام قوامها الحضارية ولثقافتها؛ وبما ال يتناهي مع ثوابها الدينية وعاداتها وتقاليدها.
- من المهم إعادة التفكير في الغرض من التعليم في ضوء التحديات العالمية المعقدة، وهو ما تسعى مشروع النوصيرة الخاصة بالتريبة والتعليم من أجل المواطنة العالمية وليس الم وحقوق الإنسان والتنمية المستدامة إلى تحقيقه، باعتبار أن التعليم هو الأداة القادرة على مواجهة هذه التحديات في إطار سلمية.
- التقيس يمسنة مناطق لالسنطال عو الإبداء بالمالحظات والنوصيرات قام على أساس جغرافي كالتي (أفريقيا- أوروبا- جنوب أمريكا- أمريكا اللاتينية - الكاريبي) - الدول العربية (مع عدد الدول العربية التي صنفت على أساس عربي رغم تواجد بعض دولها في قارة آسيا وأفريقيا، وغية نرجح أن ندمج المالحظات والنوصيرات لكل دولة ضمن رقعها ومحيطها الجغرافي لضمان عدم التمييز والساواة وهداية وحقوق الإنسان في التصنيف وجمع البيانات. - يبقو الماعلم القادر أكثر من غيره على تحقيق السلام، وتعزيز حقوق الإنسان، وتحقيق التنمية المستدامة، لذلك كان من الإيجابي التريبة بهذا الدور، وتدعو هذه النوصيرة جميع الدول إلى مزيد الإلحاطة بالماعلم من خلال التنمية قدر له الماهنية والجاهلية.
- من المهم إعادة التفكير في الغرض من التعليم في ضوء التحديات العالمية المعقدة، وهو ما تسعى مشروع النوصيرة الخاصة بالتريبة والتعليم من أجل المواطنة العالمية وليس الم وحقوق الإنسان والتنمية المستدامة إلى تحقيقه، باعتبار أن التعليم هو الأداة القادرة على مواجهة هذه التحديات في إطار سلمية. من المهم أن تولي هذه النوصيرة أهمية أكبر للتعليم العاطفي، باعتباره "العملية التي من خلالها يتكسب الأطفال وبالغون الماعنة والمواقف والمهارات اللازمة لنهم وإدارة العواطف، وتحديد وتحقيق الأهداف الإيجابية، وإظهار العاطف مع الآخرين، وإنشاء العلاقات الإيجابية والحفاظ عليها، واتخاذ قرارات مسؤولة"، ومن هذا المنطلق يمكن أن يكون من المهارات المستوجبة لتحقيق أغراض وأهداف هذه النوصيرة.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH # 22	PARAGRAPH # 22
<p>الفقرة 22- وينبغي ألاّ تخذ بنهج تجويليّ يبيح إحداث التحولات المشروعة وإدماج هذا النهج في المناهج الدراسية وجميع مجالات الدراسة ولعلّ مراحل ومسئوبات التعليم.</p>	<p>في أهمية التعليم النحويّ في تحقيق أهداف مشروع التوصية الخاصة بالثبوت والتعليم من أجل المواطنة العالمية ولسالم وحقوق الإنسان ولننمّية المسند امة، يجب التأكيد كذلك على أن يكون التعليم أولئك وينبغي، تحقيقاً للأهداف المشروعة، نال بمكّن مبدأ إحداث تحوّلٍ لويغيّ رائدٍ سلوك المنع لم نبيّ عالٍ فيه بالبيئية والمحيطة دون أن يكون منكمّراً قبل ذلك من بعض المفاهيم الأولية لكلّ بيئية، وللوث، ولنزوع البيئيّ، ...،</p>

# LATVIA / LETTONIE



## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: LATVIA

#### GENERAL COMMENTS ON THE INSTRUMENT:

Latvia acknowledges the importance of the instrument, as well as the need for revision to address current global challenges to education and human rights.

The Recommendation includes relevant operational aspects related to legal basis, governance, education curriculum, professional competence of teachers, learning environment, creation of diverse learning resources and effective monitoring. It strengthens the idea of global citizenship, cooperation and being part of an inclusive system.

However, we would like to propose a few amendments to the text, including definitions, in order to promote more consequent and precise use of terminology, as well as to encourage using the existing relevant data collection and reporting mechanisms rather than creating new ones.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>Introduction</b>	<b>Introduction</b>
<i>Acknowledging States' primary</i> responsibility to promote and ensure <b>human rights education</b>	<b>Comment:</b> it is not entirely clear why the acknowledgment of States' primary responsibility concerns human rights education only, although the recommendation relates to a broader spectrum of education themes, promotion of which (and education in general) is the primary responsibility of the State: EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS.
<i>Reaffirming</i> that education is a lifelong process <b>designed to</b> empower and foster knowledge and skills <b>for the enjoyment and exercise of human rights in daily life</b> , to reinforce values, beliefs and attitudes to uphold human rights, and to promote a universal culture of human rights and peace,	<b>Comment:</b> We invite to change the wording, considering that in some States education curriculum is not always designed to promote human rights. Therefore we propose some changes to better address the aim of this reaffirmation.  <b>Proposed text:</b> <i>Reaffirming</i> that education <b>throughout a person's life should</b> 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,
<i>Persuaded</i> that to shape peaceful, just, equal, equitable, inclusive, healthy and sustainable societies, education itself <b>must be transformed</b> and expanded for the benefit of all,	<b>Comment:</b> we invite to clarify the idea beneath the concept of education that must be transformed, as the same time explaining if it is connected to “transformative education” since they are two different concepts.
<i>Recommends that Member States apply the provisions of this Recommendation</i> by taking appropriate steps, <b>including whatever legislative</b> or other measures may be required, [..]	<b>Comment:</b> we invite to clarify the legal basis to make recommendations regarding the legislative measures of the Member States.
<b>III. DEFINITIONS</b>	<b>III. DEFINITIONS</b>
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>Comment:</b> we invite to include “skills” and “competencies” in the list, placing them next to “knowledge”, as an integral part of learning outcomes / education outcomes. Moreover, skills and competencies are already mentioned in other sections of the Recommendation as the result of education (e.g., section “Aims”, Paragraph 4), but not listed in the definition.  <b>Proposed text:</b> (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, <b>knowledge, skills, competencies</b> , abilities and attitudes. This process is not limited to any specific level of education, activity or practice.
“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; <b>global citizenship education and education for sustainable development are transformative approaches to education.</b>	<b>Comment:</b> we invite to consider the possibility to clarify the last part of the sentence, as currently it follows that “education” is an “approach to education”.
<b>PARAGRAPH 10</b>	<b>PARAGRAPH 10</b>
10 (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	<b>Comment:</b> There could be different types of values that relate to global citizenship, including moral and ethical, as well as social. We invite to use here “values” that would include broader spectrum.  <b>Proposed text:</b> 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 <b>values</b> , 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

<b>PARAGRAPH 45</b>	<b>PARAGRAPH 45</b>
<p>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.</p>	<p><b>Comment:</b> we invite to consider including “active citizenship” in the text.</p> <p><b>Proposed text:</b>  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, <b>active citizenship</b> and partnership with other societal actors to stimulate dialogue, bridge diverse communities, redress inequalities, build peace, promote sustainability and foster global citizenship.</p>
<b>PARAGRAPH 50</b>	<b>PARAGRAPH 50</b>
<p>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.</p>	<p><b>Comment:</b> we invite to consider including “historical research” in the text, especially taking into account the aim mentioned in Paragraph 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.”</p> <p><b>Proposed text:</b>  50. Research promotion and dissemination, co-creation and transfer of knowledge, <b>historical research</b> 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.</p>
<b>PARAGRAPH 54</b>	<b>PARAGRAPH 54</b>
<p>[..] Opportunities should be created for digital skills development, media and information literacy selfdirected learning, as well as peer-engaged, interactive and intercultural learning, in accordance with the aims of this Recommendation.</p>	<p><b>Comment:</b> please clarify highlighting these particular skills, considering that in the section 'Aims' Paragraph 4 there is an extensive list of skills and competencies that should be developed within the education process.</p>
<b>PARAGRAPH 55</b>	<b>PARAGRAPH 55</b>
<p>(b) Providing for <b>accredited</b> adult and youth learning programmes that advance the aims of this Recommendation, while recognizing prior learning and competencies;</p>	<p><b>Comment:</b> the approach towards State validated and recognised education programmes could differ between countries (e.g. accreditation, licensing, etc.), however all these education programmes are <b>formal education</b> programmes, in contrast to non-formal education programmes, where the obtained learning outcomes are not certified by the State.</p>

	<p><b>Proposed text:</b> Providing for <b>formal</b> adult and youth learning programmes that advance the aims of this Recommendation, while recognizing prior learning and competencies;</p>
(c) Recognizing, valuing and investing in diverse non-formal learning <b>events and</b> activities organized by, with and for adults, young people and out-of-school children;	<p><b>Comment:</b> wording correction</p> <p><b>Proposed text:</b> Recognizing, valuing and investing in diverse non-formal learning <del>events and</del> activities organized by, with and for adults, young people and out-of-school children;</p>
(e) <b>Supporting communities and youth</b> in promoting and safeguarding their intangible heritage for resilience and well-being.	<p><b>Comment:</b> we invite to assess the linkage of the bullet point “e” to the paragraph, which is aimed at designing of programmes: “<b>Such programmes should be designed to</b> 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. <b>Member States can achieve this by:</b> [...]”. Probably a more clear connection would be required here.</p>
<b>PARAGRAPH 58</b>	<b>PARAGRAPH 58</b>
(b) Adopt a “whole community of practice” approach by establishing multi-stakeholder mechanisms;	<p><b>Comment (both for (b) and (c)):</b> In other to promote effective use of resources, we would like to propose an option of using the existing data collection and reporting mechanisms, and establishing the new ones only if necessary.</p> <p><b>Proposed text:</b> (b) Adopt a “whole community of practice” approach by <b>using</b> multi-stakeholder mechanisms;</p>
(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	<p><b>Proposed text:</b> (c) Collect, analyse, disseminate and promote the use of data in a timely, reliable, participatory, culturally sensitive and valid manner, <b>including using existing data collection and reporting mechanisms</b>, and share effective and innovative practices; and</p>
<b>PARAGRAPH 60</b>	<b>PARAGRAPH 60</b>
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.	<p><b>Comment:</b> we would like to propose a text more suitable for recommendation, especially at the national level.</p> <p><b>Proposed text:</b> 60. Member States, National Commissions and UNESCO should <b>consider the possibility to</b> 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.</p>

# MALAYSIA / MALAISIE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

**MEMBER STATE:           MALAYSIA**

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH 7</b>	<b>PARAGRAPH 7 - Amendment</b>
<p>7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:</p> <ul style="list-style-type: none"> <li>(a) For all <b>people</b> of all ages;</li> <li>(b) Delivered in all spaces;</li> <li>(c) In all settings, including formal, non-formal and informal;</li> <li>(d) Using different modalities (e.g. in person, distance and blended); and</li> <li>(e) At all levels, from early childhood care and education, <b>.....</b>, higher education, including technical and vocational education and training (TVET) and adult education.</li> </ul>	<p>7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:</p> <ul style="list-style-type: none"> <li>(a) For all <b>citizens</b> of all ages;</li> <li>(b) Delivered in all spaces;</li> <li>(c) In all settings, including formal, non-formal and informal;</li> <li>(d) Using different modalities (e.g. in person, distance and blended); and</li> <li>(e) At all levels, from early childhood care and education, <b>elementary and secondary education</b>, higher education, including technical and vocational education and training (TVET) and adult education.</li> </ul>
<b>PARAGRAPH 9</b>	<b>PARAGRAPH 9 - Amendment and Comment</b>
<p>9. Education that aims to be transformative must be guided by the following principles:</p> <ul style="list-style-type: none"> <li>(a) Recognize that quality education is a common public good and should be accessible to <b>everyone</b>;</li> <li>(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;</li> <li>(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;</li> <li>(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;</li> </ul>	<p><b><u>Amendment</u></b></p> <p>9. Education that aims to be transformative must be guided by the following principles:</p> <ul style="list-style-type: none"> <li>(a) Recognize that quality education is a common public good and should be accessible to <b>all citizens</b>;</li> </ul> <p><b><u>Comment</u></b></p> <p>Article 12 of the Federal Constitution ensures all citizens are guaranteed a right to education. It stressed that it shall be no discrimination against any citizen based on the grounds only of religion, race, descent or place of birth in the administration of any educational institution maintained by a public authority, in particular, the admission of pupils.</p> <p>Malaysia is signatory to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</p> <p>Malaysia is party to the Convention on the Rights of the Child, but maintains its reservations on articles 28(1)(a) (regarding compulsory and free primary education for all); and Article 37 (regarding torture or other cruel, inhuman or degrading treatment or punishment and unlawful or arbitrary deprivation of liberty).</p>

# MEXICO / MEXIQUE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: MEXICO

#### GENERAL COMMENTS ON THE INSTRUMENT:

De acuerdo a los cambios que se realizaron a la Recomendación de 1974, el Estado mexicano reconoce que en esta actualización se incluyeron nuevos términos que han surgido en los últimos años, a raíz de los desafíos y retos actuales que persisten sobre el escenario internacional; además, dichos términos ajustan el derecho a la educación para una aplicación más inclusiva en los diferentes espacios, modalidades y reafirma la inherencia del derecho a la educación para la vasta diversidad de grupos sociales que existen alrededor del mundo, incluso reconsiderando a las generaciones venideras.

Por otra parte, el Estado mexicano resalta el reconocimiento de la base del derecho a la educación dentro de la Recomendación, no solamente aplicada desde la Carta de las Naciones Unidas, sino retomando distintos instrumentos internacionales de derechos humanos que ayudan a fortalecer y sustentar dicha base. Asimismo, identifica los nuevos apartados añadidos a la Recomendación tales como: evaluación, materiales y recursos de aprendizaje y enseñanza, planes de estudio y pedagogía, entornos de aprendizaje que ayudan a reforzar la aplicación del derecho a la educación de manera más sólida e íntegra, facilitando así, el alcance de los objetivos de los Estados en esta materia.

En general, el Estado mexicano reconoce que el texto que contiene las observaciones de los expertos es conveniente y adecuada; no obstante, se sugiere utilizar un lenguaje inclusivo, realizar cambios o en su caso precisar algunos términos contenidos en la Recomendación.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>Preámbulo PARAGRAPH # 15</b>	<b>PARAGRAPH #</b>
<i>Consciente también</i> de la urgencia de acelerar la adopción de medidas para salvar la brecha que separa los ideales proclamados y los compromisos jurídicos y políticos de la realidad sobre el terreno,	<i>Consciente también</i> de la urgencia de acelerar la adopción de medidas para <del>salvar</del> <b>cerrar</b> la brecha que separa los ideales proclamados y los compromisos jurídicos y políticos de la realidad sobre el terreno



CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH #12</b>	<b>PARAGRAPH #12</b>
<p>Reconociendo también que los Estados deberían crear un entorno seguro y propicio para que todas las partes interesadas de la sociedad participen en la educación en materia de derechos humanos, en particular las instituciones educativas, la sociedad civil, el sector privado, las instituciones nacionales independientes de derechos humanos y los medios de comunicación libres, independientes y pluralistas, y que también deberían garantizar la participación significativa y efectiva de los niños, los jóvenes y las personas adultas,</p>	<p>Reconociendo también que los Estados deberían crear un entorno seguro y propicio para que todas las partes interesadas de la sociedad participen en la educación en materia de derechos humanos, en particular las instituciones educativas, la sociedad civil, el sector privado, las instituciones nacionales independientes de derechos humanos y los medios de comunicación libres, independientes y pluralistas, y que también deberían garantizar la participación significativa y efectiva de los niños <b>y las niñas, las y</b> los jóvenes y las personas adultas,</p>
<b>I. Objetivos PARAGRAPH # 1</b>	<b>I. Objetivos PARAGRAPH # 1</b>
<p>1. El objetivo primordial de la presente Recomendación es inspirar a las personas de todas las edades y dotarlas de los conocimientos, las competencias, los valores y las actitudes necesarios para el pleno desarrollo de su potencial humano y para su participación efectiva en los procesos de adopción de decisiones y en actividades que promuevan la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial en los planos individual, comunitario, nacional y mundial.</p>	<p>1. El objetivo primordial de la presente Recomendación es inspirar a las personas de todas las edades y dotarlas de los conocimientos, las competencias, los valores y las <del>actitudes</del> <b>aptitudes</b> necesarios para el pleno desarrollo de su potencial humano y para su participación efectiva en los procesos de adopción de decisiones y en actividades que promuevan la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial en los planos individual, comunitario, nacional y mundial.</p>
<b>Objetivos PARAGRAPH # 9</b>	<b>Objetivos PARAGRAPH # 9</b>
<p>4. En concreto, se debería aspirar a una educación transformadora que busque preparar, motivar y empoderar a los educandos para que tomen decisiones y emprendan acciones fundamentadas a fin de promover la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial y que fomente aptitudes y competencias como las citadas a continuación:</p> <p>e) el empoderamiento, la resiliencia y la aptitud de acción: la capacidad de actuar y responder de forma eficaz y responsable a los desafíos a nivel local, nacional, regional y mundial para construir un mundo más pacífico, justo, igualitario, equitativo, inclusivo, saludable y sostenible;</p>	<p>4. En concreto, se debería aspirar a una educación transformadora que busque preparar, motivar, orientar y empoderar a los educandos para que tomen decisiones y emprendan acciones fundamentadas a fin de promover la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial y que fomente aptitudes y competencias como las citadas a continuación:</p> <p>e) el empoderamiento, la resiliencia y la aptitud de acción: la capacidad de actuar y responder de forma eficaz, <b>consciente</b> y responsable a los desafíos a nivel local, nacional, regional y mundial para construir un mundo más pacífico, justo, igualitario, equitativo, inclusivo, saludable y sostenible;</p>
<b>III. Definiciones PARAGRAPH # 2</b>	<b>III : Definiciones PARAGRAPH # 2</b>
<p>8. A los efectos de la presente Recomendación:</p>	<p>8. A los efectos de la presente Recomendación:</p>

<p>a) el término “educación” designa un proceso que dura toda la vida y tiene lugar en todos los segmentos de la sociedad, en diferentes formas y entornos, y utilizando distintos medios a través de los cuales las personas y los grupos sociales aprenden a desarrollar conscientemente, dentro de las comunidades locales, nacionales, regionales y mundiales y en beneficio de ellas, el conjunto de sus capacidades personales, sus talentos y habilidades, sus actitudes y sus conocimientos. Este proceso no se limita a un nivel de educación, una actividad o una práctica específicos;</p>	<p>a) el término “educación” designa un proceso que dura toda la vida y tiene lugar en todos los segmentos de la sociedad, en diferentes formas y entornos, y utilizando distintos medios a través de los cuales las personas y los grupos sociales aprenden a desarrollar conscientemente, dentro de las comunidades locales, nacionales, regionales y mundiales y en beneficio de ellas, el conjunto de sus capacidades personales, sus talentos y habilidades, sus <del>actitudes</del> <b>aptitudes</b> y sus conocimientos. Este proceso no se limita a un nivel de educación, una actividad o una práctica específicos;</p>
<p><b>III. Definiciones PARAGRAPH # 4</b></p>	<p><b>III : Definiciones PARAGRAPH # 4</b></p>
<p>c) el “enfoque basado en los derechos humanos” es un marco conceptual para el proceso de desarrollo sostenible que se basa normativamente en las normas y principios internacionales de derechos humanos y se orienta en el plano operacional a promover y proteger los derechos humanos. Tiene por objeto analizar las desigualdades subyacentes a los problemas de desarrollo y corregir las prácticas discriminatorias y las distribuciones injustas de poder que impiden el progreso del desarrollo y a menudo hacen que grupos de personas se queden atrás;</p>	<p>c) el “enfoque basado en los derechos humanos” es un marco conceptual para el proceso de desarrollo sostenible que se basa normativamente en las normas y principios internacionales de derechos humanos y se orienta en el plano operacional a <b>respetar, garantizar</b>, promover y proteger los derechos humanos. Tiene por objeto analizar las desigualdades subyacentes a los problemas de desarrollo y corregir las prácticas discriminatorias y las distribuciones injustas de poder que impiden el progreso del desarrollo y a menudo hacen que grupos de personas se queden atrás, <b>privándoles de una vida de dignidad y oportunidades;</b></p>
<p><b>Principios Rectores PARAGRAPH # 5</b></p>	<p><b>Principios Rectores PARAGRAPH # 5</b></p>
<p>d) reconocer que las minorías nacionales, étnicas, lingüísticas y religiosas, así como los pueblos indígenas, tienen derecho a una educación de calidad que respete su identidad y fomente el conocimiento de su historia, sus tradiciones, su lengua y su cultura, sin discriminación de ningún tipo, independientemente de la raza, el color, el sexo, el idioma, la religión, la opinión política o de otra índole, el origen nacional, étnico o social, la posición económica, la discapacidad, <b>el nacimiento</b> o cualquier otra condición del educando, de sus padres o de sus representantes legales;</p>	<ul style="list-style-type: none"> <li>• Definir qué se entiende por “el nacimiento”</li> </ul>
<p><b>Leyes, políticas y estrategias PARAGRAPH # 4</b></p>	<p><b>Leyes, políticas y estrategias PARAGRAPH # 4</b></p>
<p>c) crear mecanismos políticos para apoyar vías de aprendizaje flexibles y adaptadas a cada contexto (tanto en el aprendizaje formal como en el no formal) que permitan la adquisición continua de los valores morales, los conocimientos, las habilidades, las actitudes, las competencias y los comportamientos necesarios para actuar a lo largo de toda la vida como ciudadanos del mundo</p>	<p>c) crear mecanismos políticos para apoyar vías de aprendizaje flexibles y adaptadas a cada contexto (tanto en el aprendizaje formal como en el no formal) que permitan la adquisición continua de los valores morales, los conocimientos, las habilidades, las <del>actitudes</del> <b>aptitudes</b>, las competencias y los comportamientos necesarios para actuar a lo largo de toda la vida como ciudadanos del mundo</p>

responsables. Tales mecanismos pueden reforzarse mediante la aceptación, el reconocimiento, la validación y la acreditación a nivel transfronterizo de las cualificaciones y el aprendizaje formal o no formal previo;	responsables. Tales mecanismos pueden reforzarse mediante la aceptación, el reconocimiento, la validación y la acreditación a nivel transfronterizo de las cualificaciones y el aprendizaje formal o no formal previo;
<b>Gobernanza, rendición de cuentas y asociaciones PARAGRAPH # 2</b>	<b>Gobernanza, rendición de cuentas y asociaciones PARAGRAPH # 2</b>
12. De conformidad con las obligaciones y los compromisos internacionales en materia de derechos humanos y en el marco de sus sistemas jurídicos, los Estados Miembros deberían proporcionar la mayor cantidad posible de recursos financieros, administrativos y materiales, en particular mediante la asistencia y la cooperación internacionales, y fomentar el entorno propicio necesario para la aplicación de la presente Recomendación y para su seguimiento y examen.	12. De conformidad con las obligaciones y los compromisos internacionales en materia de derechos humanos y en el marco de sus sistemas jurídicos, los Estados Miembros deberían proporcionar la mayor cantidad posible de recursos financieros, <b>humanos</b> , administrativos y materiales, en particular mediante la asistencia y la cooperación internacionales, y fomentar el entorno propicio necesario para la aplicación de la presente Recomendación y para su seguimiento y examen.
<b>Evaluación PARAGRAPH # 2</b>	<b>Evaluación PARAGRAPH # 2</b>
28. La evaluación del rendimiento, tanto en entornos de aprendizaje formal como no formal, debería ser fiable, creíble, transparente, válida, fidedigna, objetiva e inclusiva y pertinente desde el punto de vista cultural. Debería abarcar las esferas cognitivas del aprendizaje, incluidos los conocimientos sistémicos e interdisciplinarios, así como el aprendizaje socioemocional y el aprendizaje conductual, los valores y las actitudes y la capacidad de evaluar y aplicar los conocimientos de tal modo que se fortalezcan la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial. En los entornos no formales, la evaluación debería centrarse en hacer visibles el aprendizaje y los procesos de aprendizaje y en apoyar el desarrollo continuo del alumnado.	28. La evaluación del rendimiento, tanto en entornos de aprendizaje formal como no formal, debería ser fiable, creíble, transparente, válida, fidedigna, objetiva e inclusiva y pertinente desde el punto de vista cultural. Debería abarcar las esferas cognitivas del aprendizaje, incluidos los conocimientos sistémicos e interdisciplinarios, así como el aprendizaje socioemocional y el aprendizaje conductual, los valores y las <b>actitudes</b> <b>aptitudes</b> y la capacidad de evaluar y aplicar los conocimientos de tal modo que se fortalezcan la paz, los derechos humanos, el desarrollo sostenible y la ciudadanía mundial. En los entornos no formales, la evaluación debería centrarse en hacer visibles el aprendizaje y los procesos de aprendizaje y en apoyar el desarrollo continuo del alumnado.
<b>Entornos de aprendizaje PARAGRAPH # 3</b>	<b>Entornos de aprendizaje PARAGRAPH # 3</b>
36. Los Estados Miembros deben tomar medidas para alcanzar estos objetivos, entre ellas:  d) promover entornos de aprendizaje democráticos que den cabida a la voz y las contribuciones del alumnado, incluidos los niños y jóvenes, en la creación conjunta de espacios seguros que fomenten las relaciones saludables y sean un modelo de los principios de inclusión, equidad, seguridad, bienestar y sostenibilidad (por ejemplo, escuelas y campus que promuevan la salud y estén preparados desde el punto de vista climático), y utilizarlos de forma	36. Los Estados Miembros deben tomar medidas para alcanzar estos objetivos, entre ellas:  d) promover entornos de aprendizaje democráticos que den cabida a la voz y las contribuciones del alumnado, incluidos los niños, <b>las niñas</b> y jóvenes, en la creación conjunta de espacios seguros que fomenten las relaciones saludables y sean un modelo de los principios de inclusión, equidad, seguridad, bienestar y sostenibilidad (por ejemplo, escuelas y campus que promuevan la salud y estén preparados desde el punto de vista climático), y utilizarlos de forma proactiva como espacios de aprendizaje transformadores;

<p>proactiva como espacios de aprendizaje transformadores;</p>	<p><b>* Es fundamental no solo hacer énfasis en el término <i>los niños</i> porque podrían presentarse distintas interpretaciones, entre ellas, la exclusión de las niñas; por lo que se recomienda ser más inclusivos y explícitos dentro del texto.</b></p>
<p><b>Educación superior e investigación PARAGRAPH # 1</b></p>	<p><b>Educación superior e investigación PARAGRAPH # 1</b></p>
<p>45. La <b>educación superior</b> puede promover y salvaguardar la paz, los derechos humanos y el desarrollo sostenible de varias maneras. Puede dotar al alumnado de los valores, las actitudes, los conocimientos, las competencias y la motivación para participar en la sociedad, fomentar el pensamiento crítico, alentar el uso del conocimiento científico y tecnológico en la adopción de decisiones, generar y difundir el conocimiento científico en la educación y la investigación, apoyar plataformas académicas abiertas, fomentar el diálogo epistémico e integrar diversas formas de conocimiento, además de reforzar su presencia en la sociedad a través de la colaboración proactiva y la asociación con otros actores sociales para estimular el diálogo, tender puentes entre distintas comunidades, corregir las desigualdades, construir la paz, promover la sostenibilidad y fomentar la ciudadanía mundial.</p>	<p>*Añadir un pie de página explicando que “educación superior” engloba todo tipo de cursos y programas después de la Educación secundaria, tomando en cuenta que, en países como México la educación superior inicia a nivel universitario y la educación preparatoria se denomina “media superior”.</p>
<p><b>Promoción PARAGRAPH # 3</b></p>	<p><b>Promoción PARAGRAPH # 3</b></p>
<p>64. La UNESCO debería dar a conocer y difundir ampliamente la presente Recomendación a través de todos los medios disponibles, en particular las tecnologías apropiadas, y compartirla con las autoridades nacionales competentes, los asociados internacionales y regionales pertinentes y las instituciones de derechos humanos para su difusión en todos los niveles de la educación y en los sectores no formal e informal.</p>	<p>64. La UNESCO debería dar a conocer y difundir ampliamente la presente Recomendación a través de todos los medios disponibles, en particular <b>a través de las tecnologías apropiadas de la información</b>, y compartirla con las autoridades nacionales competentes, los asociados internacionales y regionales pertinentes y <b>así como con</b> las instituciones de derechos humanos para su difusión en todos los niveles de la educación y en los sectores no formal e informal.</p>

# MONGOLIA / MONGOLIE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

**MEMBER STATE:** \_\_\_\_\_ Mongolia \_\_\_\_\_

**GENERAL COMMENTS ON THE INSTRUMENT:**

The suggested instrument covers the development of education policies based on human rights, methodology, and evaluation issues on a broader scale (human rights, being a global citizen, education for sustainable development, maintaining peace and security) and ensures the quality, access, and equity of each level of education, learning content, will be a guideline for member states to follow in reforming education policies in line with pedagogical approaches, curricula, learning spaces and environment transformation.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH #8</b>	<b>PARAGRAPH #8</b>
III. DEFINITIONS 8. (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.	III. DEFINITIONS 8. (a) <ul style="list-style-type: none"> <li>• To reflect the ideas of outcomes and values in the definition of education.</li> <li>• In the draft, education is defined only as a process that is prejudiced in the era of transforming education.</li> <li>• Consider including a definition of the term "Digital Education" in this section.</li> </ul>
<b>PARAGRAPH #27 and #28</b>	<b>PARAGRAPH #27 and 28</b>
Assessment and evaluation	It is proposed to add the following points to this section: <ol style="list-style-type: none"> <li>1. Reflect the idea that answers how can the educational system and the results of the learners' academic achievement be regularly reviewed and evaluated, and how should we ensure that the goals and objectives are being achieved?</li> <li>2. Emphasize that the assessment and evaluation are important elements of the learning process in order to determine how well the learners possess the comprehensive competencies during the learning process.</li> <li>3. Recommend multiple assessment methods and forms for learners with disabilities and special</li> </ol>

	needs and mechanisms for monitoring results and progress.
<b>PARAGRAPH #28</b>	<b>PARAGRAPH #28</b>
	<ul style="list-style-type: none"> <li>• Suggest ways to support learning pathways, evaluate the actual performance of learners, and reflect the idea of collecting and analyzing the data (progressive and intermediate evaluation) regularly.</li> <li>• Reflect the idea that evaluation is a continuous process.</li> <li>• Suggest ways to evaluate learners' approach and maturity rather than focusing only on the evaluation of knowledge and ability.</li> </ul>

# NETHERLANDS / PAYS-BAS



**ENCLOSURE 3**

**PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT**

**MEMBER STATE: The Netherlands** \_\_\_\_\_

**• GENERAL COMMENTS ON THE INSTRUMENT:**

The Netherlands welcomes the revision of the 1974 Recommendations and agrees with the overarching principles and ideas of how education relates to peace, international understanding, cooperation, and fundamental freedoms.

Some general comments :

The document is detailed and thorough but could benefit from being shortened and adjusted at certain parts to ensure that the text is made more reader friendly.

As other Member States have noted we see some discrepancies between the current text and the writings and perspectives in for example the Universal Declaration of Human Rights. The text should make clear how this recommendation relates to other relevant UN and UNESCO policy recommendations.

We have added a couple of comments to specific paragraphs below.

**Commented [MB1]:** Willen we expliciet iets zeggen over LGBTQI+ rechten ? If yes : waar ?

**Commented [VDv2R1]:** Paragraaf 21 lijkt me een goede, zolang het niet te specifiek wordt.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH 19-26	PARAGRAPH #
Curriculum and pedagogy	This chapter is very detailed with regard to subjects and specific demands to subjects. Especially paragraph 22-26 have a high level of detail. This could be shorter, without mentioning all these subjects. They are different from country to country and you will miss certain subjects that aren't globally included.

**Commented [MB3]:** Past ook helemaal niet bij de NL vrijheid van onderwijs om zo in detail te gaan benoemen wat er in het curriculum moet zitten.

**Commented [VDv4R3]:** Eens.

<b>PARAGRAPH 29-33</b>	<b>PARAGRAPH 29-33</b>
Learning and teaching materials and resources	Mother tongue education and multilingualism are key issues for UNESCO and should be mentioned here
<b>PARAGRAPH 37-38</b>	<b>PARAGRAPH 37-38</b>
Educator development	Teacher shortage is a global issue and should be addressed in the recommendation. For example at paragraph 38e,f We could refer to teaching being a highly regarded profession (or should be a...) and that we need to ensure that teachers feel proud about their profession and being able to add to important life skills and knowledge as mentioned in this recommendation.
<b>PARAGRAPH 52</b>	<b>PARAGRAPH 52</b>
TVET	TVET comprises large numbers of students and deserves more attention in the recommendation. TVET students and graduates meet people from all backgrounds and social communities and have an important role to play with regard to the objectives of this recommendation.
<b>PARAGRAPH 60</b>	<b>PARAGRAPH 60</b>
Observatories	Unesco's ASPnet could play a significant role here, having more than 11,500 schools in 150 countries. In The Netherlands for example ASPNet schools are working on a repository of teaching materials on global citizenship.
<b>PARAGRAPH 62/3/4</b>	<b>PARAGRAPH 62/3/4</b>
promotion	Explicitly mention ASPnet here as a means of promoting the objectives of the recommendation

**Commented [VDv5]:** Aanvullend op paragraaf 30 : de Nederlandse overheid is niet verantwoordelijk voor de ontwikkeling van lesmateriaal, en dat willen we ook niet zijn.

**Commented [MB6]:** Het Unesco-scholennetwerk heeft een enorme potentie als het gaat om deze recommendation en het is echt zonde dat ze er niet in staan. Ik heb dit ook met andere natcoms besproken en hen gevraagd er aandacht voor te vragen ; het ASPnet coördinaat in Parijs steunt dat.

NEW ZEALAND /  
NOUVELLE - ZÉLANDE

## MEMBER STATE: New Zealand

### GENERAL COMMENTS ON THE INSTRUMENT:

The New Zealand Ministry of Education would like to extend our gratitude for the opportunity to provide feedback on the first draft of the Revised 1974 Recommendation (hereafter, Revised Recommendation).

Overall, New Zealand supports the direction of the revision of the 1974 Recommendation. We recognise and acknowledge the importance of education for international understanding, co-operation and peace, and education relating to human rights and fundamental freedoms, as well as their potential to help global community address contemporary challenges.

We would like to take this opportunity to provide the following general suggestions on the first draft of the Revised Recommendation.

#### 1. Ensure accessibility and inclusivity of the document

Enhance the readability and accessibility of the Recommendation by drafting the document in a clear, concise, well-organised manner that follows the best practices of plain language writing and avoids repetition as far as practicable.

To promote inclusivity, use gender-neutral and non-binary language (such as “they/their” instead of “him or her/his or hers”).

#### 2. Expand the section on Technical and Vocational Education and Training (TVET)

New Zealand values technical and vocational education and recognises the role it plays in encouraging lifelong learning, developing the skills needed for the contemporary world, and contributing to equitable and excellent outcomes for all.

TVET has great potential to contribute to the goals of this Revised Recommendation. We suggest elaborating on the section on TVET (paragraph 52), which could benefit from a more explicit recognition of the value and potential of TVET.

Consider noting micro-credentials in paragraph 53 on non-formal and formal adult education as pathways to re-engaging in education and contributing to human dignity and development.

#### 3. Make references to Sustainable Development Goals stronger and more specific

Recognising the importance of SDGs to sustainable universal development and acknowledging the General Conference’s suggestion that the revised instrument should “take into account [...] the requirements of the 2030 Agenda and Sustainable Development Goals (SDG) 4 on Education”, we would like to suggest that the relevant SDGs be referenced more clearly within the document. This can be done, by bringing paragraph 3 of Annex II into the main document.

#### 4. Ensure the recommendation allows for educational systems that feature a more decentralised model and localised approaches to learning

Some of the language in the Revised Recommendation may not be compatible with decentralised models of education, such as New Zealand’s. This is specifically relevant to the sections on curriculum and pedagogy.

In New Zealand’s decentralised system, for example, while the Government’s Statement of National Education and Learning Priorities (NELP) guides early learning and schooling, the responsibility for the administration and management of schools sits with Boards of Trustees, governed primarily by parents. The national New Zealand Curriculum sets the direction for student learning and provides guidance for schools, but they can design and review their curricula. Such system reflects the needs of our diverse

communities and is shaped by extensive engagement with the public. It is important that provisions of this instrument are compatible with decentralised systems such as ours and allow for localised approaches to learning.

Similarly, our higher education institutions, including our eight government-funded universities, Te Pūkenga - New Zealand Institute of Skills and Technology, and hundreds of private training establishments, are guided by the Government’s Tertiary Education Strategy for long-term strategic priorities, which is not prescriptive.

Please see our suggested revision of Paragraph 48.

## 5. Reflect the importance of indigenous data sovereignty and data protection principles

As the world moves into an increasingly open data environment, we would like to see reference to the importance of data protection principles and standards.

Indigenous data sovereignty is another area that may warrant reference. Therefore, we suggest that the implications of this Recommendation on the collection, ownership and application of data pertaining to indigenous peoples, and what these might mean for indigenous peoples’ data sovereignty, are considered. Underlying this suggestion is our hope to see a clearer focus on best practice around data in the final iteration of the Recommendation.

Please see our comment regarding Paragraph 58 (c).

## SPECIFIC COMMENTS ON THE INSTRUMENT:

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH # 10 (a)</b>	
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 <b>special attention and resources to their maximum availability</b> , notably but not only in emergency, post-conflict and sensitive contexts where clear inequalities exist in access to and enjoyment of quality education;	New proposed text:  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 <b>special attention and resources</b> , notably but not only in emergency, post-conflict and sensitive contexts where clear inequalities exist in access to and enjoyment of quality education;
<b>PARAGRAPH # 20</b>	
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.	Suggest adding clarity around what the term “self-determined” means in relation to curricula.

<b>PARAGRAPH # 36</b>	
Member States <b>need</b> to take action to achieve this, including by:	Suggest the use of “ <b>should</b> ” instead of “ <b>need</b> ” to adhere to the linguistic conventions utilised in the rest of the document.
<b>PARAGRAPH # 36 (a)</b>	
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;	Suggest adding a reference to the 2015 Safe Schools Declaration.
<b>PARAGRAPH # 43</b>	
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.	Suggest adding “ <b>nutrition, mental health and other physical health support</b> ” to the list of provisions for which Member States should make clear commitments. Examples of such provisions could include lunches, period products and access to counselling services.  Such interventions can play an important role in removing barriers to school attendance and promote meaningful participation in learning.
<b>PARAGRAPH # 48</b>	
HEIs <b>should</b> 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.	The term “ <b>should</b> ” in this paragraph may not work for devolved/decentralised systems.  We suggest changing the wording, so this paragraph is applicable to systems with different levels of centralisation.  New proposed text:  Member States’ legislative and policy settings should enable and encourage HEIs to 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.
<b>PARAGRAPH # 52</b>	
TVET qualifications and programmes should be delivered without discrimination and through a human rights-based, <b>gender-transformative approach</b> . 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	We would like some clarity regarding the approach to TVET qualifications and programmes having a “gender-transformative” quality – what would such an approach entail?

<p>gender equality -, respect for cultural diversity, sustainable consumption and production, environmental consciousness and active citizenship.</p>	
<p><b>PARAGRAPH #58 (c)</b></p>	
<p>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</p>	<p>Suggest adding reference to data protection principles and considering indigenous data sovereignty as a component of “culturally sensitive practices”.</p>

# NORWAY / NORVÈGE



## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

NORWAY

MEMBER STATE: \_\_\_\_\_

#### GENERAL COMMENTS ON THE INSTRUMENT:

Norway welcomes the revision of the 1974 Recommendations and agree with the overarching principles and ideas of how education relates to peace, international understanding, cooperation, and fundamental freedoms.

The aims and values outlined in the document aligns to a large degree with Norwegian educational policies. To preserve, and further the broader political relevance of the recommendation, it is important that the recommendation is updated in accordance with the global normative and legal developments since the adoption of the text in 1974. Although the draft text at large is considered to resonate well with the Norwegian educational policies, Norway would like to place an emphasis on certain aspects of the text. Some of the comments are more general, and will be outlined below, while specific comments to paragraphs are provided in the table.

- Norway welcomes the integrated human-rights based approach to education in the current draft text. Education is a human right, and the recommendation must reflect the normative and political development that has occurred since the adoption of the current recommendation.
- Education is key to the 2030 Agenda and the Sustainable Development Goals. Norway welcomes the integrated focus on sustainable development and the 2030 Agenda in the draft document. However, it will be important to ensure that the revised recommendation looks beyond 2030, to maintain its relevance for both current and future generations.
- Norway would like to emphasise that the revised recommendation should, when possible and natural, remain focused on the policy dimension and the overarching principles and ideas of how education relates to peace, international understanding, cooperation and fundamental freedoms.
- Norway would like that the text as a whole better reflects that educational policies and curriculum development must be knowledge and research based, although we recognize that this is integrated in several parts of the current draft as it stands.
- Norway believes that the key role of teachers for reaching SDG 4 and the aims of the recommendation should be well emphasised in the text.
- Norway believes that it would be beneficial if the recommendation includes “Democracy” as part of the definitions in part III, as democracy is central to the relationship between education, peace and international understanding.
- The document is detailed and thorough but could benefit from being shortened and adjusted at certain parts to ensure that the text is made more reader friendly.

- Comment to paragraph 29-33 & 37-38: Norway believes that the paragraphs covering “Learning and teaching materials and resources” and “Educator development” in the current draft is too heavily embedded in details. It should be considered to keep these parts of the recommendation at the broader policy level.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
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.	41. <b>Childhood as a phase of life with intrinsic valuation</b> 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.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
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.	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. <b>Higher education systems must put in place and measures and policies to ensure equitable access to education for all, provide inclusive learning environments</b> and address linguistic and cultural barriers.
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>

<p>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</p>	<p>52. TVET qualifications and programmes should be delivered without discrimination and through a human rights-based, gender-transformative approach. They should include technical, <b>vocational</b>, 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</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>

<p>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.</p>	<p>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.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>

<p>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.</p>	<p>12. In line with international human rights obligations and commitments and within their legal systems, Member States should provide and foster the supportive environment necessary to implement this Recommendation and its follow-up and review.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>

<p>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.</p>	<p>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. They should also ensure that the experiences of educational institutions that have carried out successful programmes in transformative education are studied and disseminated.</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>

<p>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.</p>	<p>22. A transformative approach should be embedded in curricula and across all areas of study and at all levels. 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</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>

<p></p>	<p></p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>

<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>

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PALESTINE / PALESTINE

## COMMENTS ON THE TEXT

**MEMBER STATE: PALESTINE**

### GENERAL COMMENTS ON THE INSTRUMENT:

1- Activating international accountability tools for human rights violations at the international level, especially the UN Security Council and the specialized international committees, and identifying the parties responsible for taking urgent procedures to bridge the gap that separates ideals, commitments, legal obligations and declared policy from what is happening on the ground.

2-Emphasis on providing the necessary support and achieving the independability item in developing curricula and academic courses that are appropriate and goes with the target community to meet its needs and requirements and preserve its culture and cultural legacy and knowledge in line with the instruments of this recommendation.

3-We notice that the guiding principles mentioned in the recommendation do not take into consideration the rights of peoples under occupation that are endorsed by international human rights treaties. The danger lies in considering them implicitly with national, ethnic, linguistic and religious minorities, and at the same time they are required to renounce violence and discrimination and stop incitement to hatred.

4-The Palestinian Basic Law (the provisional constitution) includes items affirming the commitment of the State of Palestine to basic freedoms as stated in the Universal Declaration of Human Rights and relevant international conventions. The State of Palestine has also acceded to the basic human rights conventions since 2014.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH # 3 page (2)</b>	<b>PARAGRAPH #</b>
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.	<b><u>In order for the largest possible number of people to have a decent life and good education opportunities, we recommend that members, in their next session, look for the reasons that prevent this from being achieved: knowing the reasons and facts leads to solving problems and overcoming obstacles in order to advance the educational process. For example, this requirement cannot be achieved without progress in addressing poverty issues that affect all basic human rights.</u></b>

<b>PARAGRAPH # (4) page (2)</b>	<b>PARAGRAPH #</b>
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.	Urgent action <b><u>must be taken</u></b> to bridge the gap .....
<b>PARAGRAPH # (7) page (2)</b>	<b>PARAGRAPH #</b>
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.	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 <b><u>and human rights and legal agreements</u></b> that have been made since 1974, which are critical to prevent and address persisting and emerging national and global challenges <b><u>and accelerating incidents such as war, conflicts and the increasing numbers of refugees in the world in addition to pandemics and natural disasters that intercept peace,</u></b> human rights and sustainable development.
<b>PARAGRAPH # (9) page (2)/ item (2)</b>	<b>PARAGRAPH #</b>
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 recommendations;	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 <b><u>which corresponds to the prevailing culture and the specificity of the political situation</u></b> of each state, to give effect within their jurisdictions to the principles of the recommendations.
<b>Aims/ page (3)/ item (4)</b>	<b>PARAGRAPH #</b>
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..	<b><u>This requires international political and human rights interventions that provide protection for the concerned authority when taking these necessary decisions and measures. Without these parties being exposed to any violations if they are under occupation or a conflict zone in order to protect the right to education as an enabling right that makes the learner play an active role in promoting another human rights, sustainable development and global citizenship.</u></b>



<b>Aims/ page (3)/ item (4 - i)</b>	
Peaceful conflict resolution and transformation: the ability to deal with conflicts in a peaceful and constructive way and end cycles of violence.	<b><u>This requires providing an international environment based on stopping wars, resolving disputes by peaceful means, stopping aggressions between countries, and confiscating their lands by force.</u></b>
<b>Aims/ page (3)/ item (4 - j)</b>	
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;	....., <b><u>With the need to protect and enhance digital security and develop legislation related to cybercrime and privacy protection.</u></b>
<b>Page (6) / Action Areas/ System Wide Requirements/ item (10 – a)</b>	
(10 – 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 context where clear in equalities exist in access to and enjoyment of quality education;	(10 – 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, <b><u>during</u></b> and post-conflict and sensitive context where clear in equalities exist in access to and enjoyment of quality education;
<b>Page (10)/ learning and teaching materials and resources / item (32)</b>	
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 there consequences, including eventual traumas.	32- All materials and resources should be adapted to learners' educational level, developmental needs and local context, <b><u>appropriate training and activities should be provided in order to advance the education process and digital literacy.</u></b> 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 there consequences, including eventual traumas.
<b>Page (10)/ learning environments/ item (34)</b>	

<p>34- Learning spaces and environments, in compassing both face-to-face instructions 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.</p>	<p><b><u>34- ..... Learning places and their facilities should be protected from any party and against violating their privacy, safe and free access should be provided to those places, in a way that guarantees the provision of quality, fair and comprehensive learning, and the activation of accountability tools to achieve this aim.</u></b></p>
<p><b>Page (11) /Educator development/ item (38 – d)</b></p>	
<p>Supporting opportunities for collaboration between educators, learners, authorities, local communities, parents and care givers, 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.</p>	<p>Supporting opportunities for collaboration between educators, learners, authorities, local communities, parents and care givers, heritage bearers and artists to co-design, implement and review intercultural and transformative education programmes, materials and resources, <b><u>under appropriate educational supervision</u></b> 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.</p>
<p><b>Page (12) / Specific requirements per level and type of education/ school education / item (44)</b></p>	
<p>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, learners centred-pedagogies should be leveraged to integrate the cognitive, social and emotional and action-orientated components of transformative learning.</p>	<p>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, learners centred-pedagogies should be leveraged to integrate the cognitive, social and emotional and <b><u>behavioural and moral</u></b> and action-orientated components of transformative learning.</p>
<p><b>Appendix / UNESCO standard-setting instruments</b></p>	
<ul style="list-style-type: none"> <li>- The four Geneva Conventions (1949)</li> <li>- First Additional Protocol (1977)</li> <li>- Additional Protocol II (1977)</li> <li>- Hague Convention (1954)</li> </ul>	

# PERU / PÉROU

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: PERU

##### GENERAL COMMENTS ON THE INSTRUMENT:

In general, we agree with the recommendations concerning education for international understanding, co-operation and peace, and education regarding human rights and fundamental freedoms.

We want to highlight the importance of motivation in the Educator Development, how wanting to continuously improve their performance professionally and personally as an important aspect of their human rights.

It is also important to promote the rights and duties of all individuals, starting with educators who have a behavior modeling role, are role models for values and attitudes for students and for society.

Additionally, we want to emphasize the role of teachers creating learning spaces as healthy environments, promoting strategies to develop values and attitudes, recognizing the dignity and value of all individuals.

Finally, it is necessary to offer different study opportunities, training courses and pedagogical programmes as part of teachers' continuous professional development.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH 2</b>	<b>PARAGRAPH 2</b>
<p><i>Mindful</i> 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,</p>	<p>“Convention on the Rights of the Child” is suggested after the “Universal Declaration of Human Rights”, due to its relevance in the framework of this document:</p> <p><i>Mindful</i> 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, <b>the Convention on the Rights of the Child</b> 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,</p>

<b>PARAGRAPH 10</b>	<b>PARAGRAPH 10</b>
<i>Reaffirming</i> 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,	Reaffirming that education is an inalienable right that is <u>given throughout the life of the human being. It is aimed at promoting their integral development for the enjoyment and exercise of the human rights in daily life, to reinforce values, beliefs and attitudes to uphold human rights and promote a universal human rights and peace.</u>
<b>PARAGRAPH 14</b>	<b>PARAGRAPH 14</b>
<i>Noting</i> 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,	Nothing that, despite significant advances in science and technology, countless people have been denied a life of dignity and opportunity, and only have access to poor-quality education,
<b>PARAGRAPH 1</b>	<b>PARAGRAPH 1</b>
<b>AIMS</b> 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 levels.	<b>AIMS</b> The ultimate goal of this Recommendation is to inspire and empower people of all ages with the knowledge, skills, and attitudes necessary for the full development of human potential and for effective participation in decision-making processes and actions that promote peace. Human rights, sustainable development and global citizenship at the individual, community, national and global levels.
<b>PARAGRAPH 4.a</b>	<b>PARAGRAPH 4.a</b>
<b>AIMS</b> (...) 4. (...) a. <i>Analytical, critical thinking and understanding:</i> 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>AIMS</b> (...) 4. (...) a. Reflective, critical and creative thinking: the ability to critically analyze and the development of creative thinking is necessary to understand complex and multicultural environments and systems, power dynamics and the interconnections between countries and populations and between local, national, regional and international levels.
<b>PARAGRAPH 4.f</b>	<b>PARAGRAPH 4.f</b>
(f) <i>Self-awareness:</i> 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) <i>Collaborative skills:</i> The facility to engage in collaborative interactions and participatory problem-solving; (h) <i>Adaptive and creative skills:</i> The capacity to adapt, engage and thrive in a fast-evolving environment and in diverse and shifting contexts;	We suggest integrating these four points into a single term:  Socio-emotional competencies: Knowing and valuing oneself, understanding and managing their emotions, feeling and showing empathy, expressing their feelings, desires and opinions without violating the rights of others, making decisions responsibly and resolving interpersonal conflicts efficiently. Socio-emotional development favors people building healthy interpersonal relationships and living

<p>(i) <i>Peaceful conflict resolution and transformation:</i> The ability to deal with conflicts in a peaceful and constructive way and end cycles of violence and hostility;</p>	<p>democratically with others, which contributes to personal and social well-being.</p>
<p><b>PARAGRAPH 8</b></p>	<p><b>PARAGRAPH 8</b></p>
<p><b>DEFINITIONS</b> 8. For the purposes of this Recommendation:</p> <p>(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.</p>	<p>"Education" is an inalienable right that is given throughout the life of the human being 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.</p>
<p><b>PARAGRAPH 9</b></p>	<p><b>PARAGRAPH 9</b></p>
<p><b>GUIDING PRINCIPLES</b> 9. Education that aims to be transformative must be guided by the following principles:</p> <p>(a) Recognize that quality education is a common public good and should be accessible to everyone;</p>	<p><b>GUIDING PRINCIPLES</b> 9. Education that aims to be transformative must be guided by the following principles:</p> <p>(a) Recognize that quality education is an inalienable right and must be accesible to everybody.</p>
<p><b>PARAGRAPH 27</b></p>	<p><b>PARAGRAPH 85</b></p>
<p>Assessment and evaluation</p> <p>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.</p>	<p>Assessment and evaluation</p> <p>Assessment of and for learning should be prioritized in order to strengthen collaboration, cooperation and mutual understanding, identify barriers to learning, enhance <u>learners' competencies</u> to succeed, and develop the reflective capacity of individuals and communities.</p>

# POLAND / POLOGNE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: **POLAND**

**GENERAL COMMENTS ON THE INSTRUMENT:**

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>TITLE</b>	<b>NEW PROPOSED TEXT</b>
Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development	Recommendation concerning Education for Global Citizenship, Peace, Human Rights <b>and Fundamental Freedoms</b> and Sustainable Development
<b>PARAGRAPH 4</b>	<b>NEW PROPOSED TEXT</b>
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: (...)	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 <b>and fundamental freedoms</b> , sustainable development and global citizenship and to foster skills and competencies such as: (...)
<b>PARAGRAPH 7 (e)</b>	<b>NEW PROPOSED TEXT</b>
This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities: (...) (e) At all levels, from early childhood care and education, , higher education, including technical and vocational education and training (TVET) and adult education.	This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities: (...) (e) At all levels, from early childhood care and education, <b>through primary and secondary education, to higher tertiary</b> education, including technical and vocational education and training (TVET) and adult education.
<b>PARAGRAPH 8 (h)</b>	<b>NEW PROPOSED TEXT</b>
“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	“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;	empower them to contribute to the promotion of a universal culture of peace, human rights <b>and fundamental freedoms</b> , sustainable development and global citizenship;
<b>PARAGRAPH 8 (i)</b>	<b>NEW PROPOSED TEXT</b>
“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.	“Transformative education” involves co-created teaching and learning. <b>It that</b> 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.
<b>PARAGRAPH 9 (n)</b>	<b>NEW PROPOSED TEXT</b>
Education that aims to be transformative must be guided by the following principles: (...); 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.	Education that aims to be transformative must be guided by the following principles: (...); and (n) <b>Are Be</b> infused by the principles of the Universal Declaration of Human Rights and the international agreements and conventions related to peace, human <b>rights and fundamental freedoms</b> and sustainable development that inform this Recommendation.
<b>PARAGRAPH 11</b>	<b>COMMENTS</b>
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 <b>open school data</b> , educator and education management codes of practice, multichannel communication and other social accountability measures including regular monitoring and reflective reviews.	<b>To be useful <u>open school data</u> needs to be complete, accurate, understandable and accessible. Training and complaint mechanisms are required to ensure that everyone, with no exceptions, make use of the information properly.</b>
<b>PARAGRAPH 13</b>	<b>COMMENTS</b>
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	<b>The basis of the higher education and science system is freedom of teaching, artistic creativity, research and publication of their results, as well as the autonomy of universities.</b>  <b>In terms of creating studies, universities educate in accordance with the principle of program autonomy, which gives them the right to freely shape their didactic offer. For this reason, all actions and</b>

<p>and young people</p>	<p>decisions regarding the initiative to create studies in a given field remain the responsibility of the university and are an autonomous decision of its authorities.</p> <p>Shaping study programmes (including e.g. developing the concept of education and taking into account the most up-to-date knowledge in a given field in the content of education) is also within the competence of the university.</p> <p>The Minister of Education and Science is <b>not competent to introduce specific content or subjects to study programmes in the fields of study offered by universities, nor can he/she order universities to create specific fields of study</b>. Universities are autonomous in all areas of their operation on the principles set out in the Act of 20 July 2018 - Law on Higher Education and Science (Journal of Laws of 2022, item 574).</p>
<p><b>PARAGRAPH 19</b></p>	<p><b>NEW PROPOSED TEXT</b></p>
<p>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.</p>	<p>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 <b>and fundamental freedoms</b>, sustainable development and global citizenship.</p>
<p><b>PARAGRAPH 20</b></p>	<p><b>COMMENTS</b></p>
<p>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.</p>	<p>The basis of the higher education and science system is freedom of teaching, artistic creativity, research and publication of their results, as well as the autonomy of universities.</p> <p>In terms of creating studies, universities educate in accordance with the principle of program autonomy, which gives them the right to freely shape their didactic offer. For this reason, all actions and decisions regarding the initiative to create studies in a given field remain the responsibility of the university and are an autonomous decision of its authorities.</p> <p>Shaping study programmes (including e.g. developing the concept of education and taking into account the most up-to-date knowledge in a given field in the content of education) is also within the competence of the university.</p> <p>The Minister of Education and Science is <b>not competent to introduce specific content or subjects to study programmes in the fields of study offered by universities, nor can he/she order universities to create specific fields of</b></p>

	<a href="#">study</a> . Universities are autonomous in all areas of their operation on the principles set out in the Act of 20 July 2018 - Law on Higher Education and Science (Journal of Laws of 2022, item 574).
<b>PARAGRAPH 22</b>	<b>NEW PROPOSED TEXT</b>
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.	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 <a href="#">and fundamental freedoms</a> , 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.
<b>PARAGRAPH 32</b>	<b>NEW PROPOSED TEXT</b>
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.	All materials and resources should be adapted to learners' educational level, developmental needs and local context. They should be gender- <a href="#">transformative sensitive</a> 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.
<b>PARAGRAPH 34</b>	<b>NEW PROPOSED TEXT</b>
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.	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 <a href="#">and fundamental freedoms</a> , and sustainability.
<b>PARAGRAPH 36</b>	<b>NEW PROPOSED TEXT</b>
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	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. <a href="#">Schools and other education and learning environments</a> should be culture-, gender- and disability-sensitive and inclusive, and should

practices, while promoting peace, tolerance, inclusivity, empathy, solidarity and care for the environment;	embrace anti-discrimination and anti-racist practices, while promoting peace, tolerance, inclusivity, empathy, solidarity and care for the environment;
<b>PARAGRAPH 38 (c)</b>	<b>NEW PROPOSED TEXT</b>
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: (...) (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;	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: (...) (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 <b>and fundamental freedoms</b> , 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;
<b>PARAGRAPH 44 (School education)</b>	<b>NEW PROPOSED TEXT</b>
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.	Inclusive, participatory, transformative, intercultural, research-based and age-appropriate learning approaches are needed to release the full potential of education for, peace, human rights <b>and fundamental freedoms</b> , sustainable development and global citizenship, as well as of education for health and well-being, <del>including comprehensive sexuality education</del> , 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.
<b>PARAGRAPH 48</b>	<b>NEW PROPOSED TEXT</b>
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.	HEIs should contribute to lifelong learning opportunities for all to build awareness and motivate learning among different sectors of society about peace, human rights <b>and fundamental freedoms</b> , sustainable development and global citizenship.
<b>PARAGRAPH 52</b>	<b>NEW PROPOSED TEXT</b>
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	TVET qualifications and programmes should be delivered without discrimination and through a human rights-based, <del>gender-transformative</del> <b>and fundamental freedoms</b> , and

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.

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.

# PORTUGAL / PORTUGAL

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: PORTUGAL

##### GENERAL COMMENTS ON THE INSTRUMENT:

###### Key aspects to take into account:

1. Ensuring **consistency and complementarity across** the different sections of the recommendation, e.g. consistency of language and clarity of terminology used
2. Keeping the recommendation **concise and action oriented**
3. Conveying a **positive, forward-looking and solution-oriented tone**
4. **Building upon most significant international human rights instruments** adopted since 1974, e.g.,
  - Int Covenant on Civil and Political Rights
  - Conv Elimination all Forms of Discrimination against Women
  - CRC
  - As well as others (e.g. UN Declaration on Human Rights Education and Training)
5. **Recommendation should build upon international commitments** (e.g. programmes of action) undertaken
  - 2030 Sustainable Development Agenda
  - Beijing Declaration and Platform for Action
  - Durban Declaration and Programme of Action
  - As well as others e.g. World Programme for Human Rights Education (2005 -...)
6. Some **core messages** should be emphasized
  - Urgency to accelerate action
  - Education as a life-long process for all ages, and all forms and levels of education
  - Promotion of a positive, participatory and inclusive process for all
  - Promoting education for human rights and peace is key to ensure social justice and build peaceful, inclusive, healthy and sustainable societies

**7. Follow up and review:** section should aim at ensuring the progressive implementation of the Recommendation

- Consideration should be given to introducing an **independent, global expert review** of the evidence to complement national reporting **and support national progressive implementation**. This may be conducted by a committee of experts acting in their personal capacity / independent experts, established by UNESCO.
- Member States should, in line with international human rights standards and commitments (...) credibly and transparently follow up and review laws, policies, programmes and mechanisms related to this Recommendation, and establish goals and targets (instead of: *objectives and actions*) for its implementation.
- Member States and all other stakeholders should respect, promote and protect the values, principles and standards regarding this Recommendation, and should take all feasible steps to give effect to its recommendations.

**A) In the Preamble and throughout the Recommendation,**

- ✓ Some messages should be emphasized
  - Urgency to accelerated action
  - Education as a life-long process for all ages, and all forms and levels of education
  - Promotion of a positive, participatory and inclusive process for all
  - Promoting education for human rights and peace is key to ensure social justice and build peaceful, inclusive, healthy and sustainable societies

**Several terms / concepts should be given due weight throughout the text, e.g.**

- Education for human rights and peace to highlight the purpose and emphasis of the Recommendation
- People, instead of *learners*, to stress that no one should be excluded from the Recommendation
- While promoting a gender sensitive approach, mention girls and boys (instead of *children*) to highlight their specific situation and strategies required to address the challenges they face

**B) Challenges**

- ✓ Overall concern: **to pursue a positive and solution-oriented tone, and building upon States' previous normative and political**



**commitments, Recommendation should highlight actions needed to address persisting and emerging challenges**

- ✓ Challenges include:
  - disparities and inequality
  - violence, war and forced displacement
  - discrimination and intolerance in all its forms
  - global health crisis
  - manipulation of science and technology
  - digital divide
  - climate hazards and biodiversity loss.

Some highlights e.g.:

- promoting respect for the dignity of all persons, and respect for diversity, equality and pluralism
- recognizing disparities and inequality on all grounds, e.g. gender, economic and social, disability, etc.
- acknowledging the risks of manipulation of science and technology and the need to promote evidence-based approaches, e.g. for the prevention and response to global health crisis

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH #	PARAGRAPH #
PARAGRAPH #	PARAGRAPH #
... ..... ...	
PARAGRAPH #	PARAGRAPH #

**QATAR / QATAR**

## ENCLOSURE 3

MEMBERSTATE : QATAR

### GENERAL COMMENTS ON THE INSTRUMENT:

- Generally, this is a great improvement on the 1974 Recommendation.
- The revised title ("*Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development*") and the reduction in the number of sections, the renaming of sections and the filling of obvious gaps has resulted in a more cogent, complete and actionable document.
- The added definitions of Sustainable Development and of Global Citizenship also strengthen the document *vis a vis* the 1974 Recommendation.
- The document as it now stands is very complete and easy to follow, and very close to being an acceptable final draft.
- However, though the instrument in general reflects well the 4 supporting Thematic Papers, the insights of the paper on, and importance of, Education for Health and Well-being, is comparatively under-represented and the instrument would benefit from its further highlighting.
- It is also a concern that due respect for, and understanding of, cultural diversity, including in terms of value and knowledge systems, might seem to be in conflict with, and sometimes contradicts, a commitment to core human rights as globally valid, universal and inalienable regardless of culture.
- There are a number of punctuation errors in the document as it stands (a number of repeated periods and commas for example—see e.g., p.4, para. 7e), which one assumes will be corrected by a thorough proof-reading of the final document.
- Some of our reviewers have suggested that it is better for the document to be referred to as a "Document" instead of "Instrument" in the main text and in Annex II, Executive Summary, considering it a less misleading, and limiting, term, for a vital text that would guide member states to develop, transform and sustain education worldwide for many years to come.
- It is also suggested that the Definition section should be placed at the end of the document as an additional Appendix and be written in a more academic, precise style, including more definitions of technical educational terminology (as per the comments on the inclusion of "formal", "non-formal" and "informal" in the specific comment on para. 8 below.)

It would be more impactful if the specific recommendations regarding the steps to be taken by education authorities and other governmental entities can be highlighted in box using bold font to stand out as the "meat" of the document.



## SPECIFIC COMMENTS

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH 4 Section (c) Aims</b>	<b>PARAGRAPH 4</b>
<p>(c) <i>Intercultural awareness and respect for diversity and pluralism</i>: The ability to understand and respect the dignity of all persons and cultures and the needs, perspectives and actions of others, including through <b>valorizing</b> diverse knowledge systems;</p>	<p><i>“valorising” (should be replaced with valuing “ or something similar to that meaning for stylistic reasons).</i></p> <p><i>Awareness and understanding “yes” - not giving equal value to all beliefs and knowledge systems, otherwise we are throwing at the idea of universal - and inalienable - human rights. The addition to this paragraph below is therefore suggested:</i></p> <p>(c) <i>Intercultural awareness and respect for diversity and pluralism</i> : The ability to understand and respect the dignity of all persons and cultures and the needs, perspectives and actions of others, including through <b>valuing</b> diverse knowledge systems, <b>whilst not allowing such respect for diversity and pluralism to undermine advocacy for inalienable and universal human rights</b>;</p>
<b>PARAGRAPH 8 – definitions</b>	<b>PARAGRAPH 8</b>
	<p>It is suggested to add to the list of definitions:</p> <p>(j) <i>“formal, non-formal, and informal learning”</i> as these terms are not always universally agreed or understandable, and are used quite extensively later in the document.</p>
<b>PARAGRAPH 8- section (e) – definitions</b>	<b>PARAGRAPH 8</b>
<p>(j) “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.</p>	<p><i>It is suggested to add as below:</i></p> <p>(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; <b>and that rejects the resolution of conflict through war or other forms of violence.”</b></p>
<b>PARAGRAPH 10 – Action Areas</b>	<b>PARAGRAPH 10</b>
<p>“stakeholders <del>should</del> proactively support education authorities”</p>	<p><i>A common mistake in English usage. The authorities are not educational (like TED-Talks) they provide or oversee education.</i></p> <p>“stakeholders should proactively support <b>education authorities</b>”</p>



<b>PARAGRAPH 10 Section (d) – Action Areas</b>	<i>PARAGRAPH 10 Section (d)</i>
<p>(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.</p>	<p><i>We need to add respect and recognize cultural and religious differences in the interpretations of gender based and intersectional biases</i></p> <p>(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, <i>while respecting cultural and religious differences,</i> 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.</p>
<b>PARAGRAPH 16 – Governance, accountability and partnerships</b>	<b>PARAGRAPH 16</b>
<p>“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.”</p>	<p><i>Addition below suggested:</i></p> <p>“While individuals and bodies are free to establish and <b>direct</b> educational institutions, Member States <b>must ensure</b> these institutions conform to minimum standards as laid down or approved by the State, <i>including the requirement to deliver transformative education which promotes peace, human rights, sustainable development, and global citizenship.</i>”</p>
<b>PARAGRAPH 47- Recommendation</b>	<b>PARAGRAPH 47</b>
<p>“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.”</p>	<p><i>Addition below suggested:</i></p> <p>“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 <i>evidence-informed, science and</i> pro-environmental behaviours.”</p> <p><i>There is a concern here that as worded the Recommendation would assign equal value to e.g. New Age pseudo-science as it does to evidence-based science.</i></p>



I AIMS #4 (a) – (k)	The elements listed are all really important. However, there is a need to include basic literacy and numeracy skills as key skills/abilities of empowered learners.
V. ACTION AREAS V.I. System-wide requirements Laws, policies and strategies 10. (a) or (c)	While the document is clear about the need to address inequity in relation to areas such as gender and persons with disabilities, it needs to mention clearly “the most marginalized and, especially, out of school children (OOSC)”. The current data show that over the decade the number of OOSC has increased even though extraordinary efforts have been undertaken to address this disadvantage. It will take transformational effort to ensure that the number and relative proportion of OOSC is addressed so that ALL have access to a quality education.
Curriculum and pedagogy 23.	This should <b>not be</b> limited to sports. Please use the wording “sports/physical education”.
Non-formal and informal education and adult learning 53 & 54	Para 53 opens with the term “adult learning”, yet it refers to the learning opportunities for younger learners, including out of school children (OOSC). In this regard, Para 53 should mention OOSC as does Para 54.



REPUBLIC OF  
AZERBAIJAN/  
RÉPUBLIQUE  
D'AZERBAÏDJAN



## Comments on the text of

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

#### Member state: Republic of Azerbaijan

**1. General comments on the instrument:** The revisions are in line with existing relevant instruments and reflect current best practices. Because of revision, Recommendations have gained updated concepts and guidance, integrated new topics and concepts in order to fully address the thematic focus of a document. Updates regarding pertaining to early childhood care and education, TVET and higher education are extremely important. Inclusion of the new education policy areas such as the governance of education, curriculum and pedagogy, assessment, learning environments have strengthened the technical guidance. The principles of gender equality, global citizenship and sustainable development run throughout the document. Recommendations are restructured in a good way.

2. For further refining of the document, we recommend to proofread paragraphs 7 (e), 8 (d), 10 (d), 27, 44 and 52.

#### 3. Reediting the section:

Current text	New proposed texts or comments
<b>Paragraph 28:</b> In non-formal settings, assessment should focus on making <i>learning</i> and learning processes visible and support learners' continuous development.	<b>Paragraph 28:</b> In non-formal settings, assessment should focus on making <i>teaching</i> and learning processes visible and support learners' continuous development.
<b><i>Learning and teaching materials</i></b>	<b><i>Teaching and learning materials</i></b>
<b>Paragraph 29:</b> To meet the needs expressed in this Recommendation, Member States should ensure <i>learners and teachers</i> have access to teaching and learning materials in different formats prepared in the language or languages of learners and the <i>country</i> .	<b>Paragraph 29:</b> To meet the needs expressed in this Recommendation, Member States should ensure <i>teachers and learners</i> have access to teaching and learning materials in different formats prepared in the language or languages of learners and the <i>state</i> .

REPUBLIC OF KOREA /  
RÉPUBLIQUE DE CORÉE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: Republic of Korea

##### **GENERAL COMMENTS ON THE INSTRUMENT:**

The Republic of Korea would like to express its appreciation to the Secretariat for revision of 1974 Recommendation for all the effort made in the process of the revision.

Overall, the revised recommendation comprehensively updates much of the needed changes to reflect the current times. From local to global, we need to be asking ourselves to contemplate the globalizing context in which all human beings live in the 21<sup>st</sup> century, which in effect directs and reinvents education amidst the ever-intensifying political, economic, and cultural forces.

In this sense, it is welcoming that the revised draft of the Recommendation duly reflects the changing context of today's global community and educational discourse. Especially, the inclusion of 'global citizenship' in the title and its increased emphasis in the main text is most timely and relevant. Peace, human rights and sustainable development cannot be advanced without fostering global citizenship, and there must be strong global citizenship if peace, human rights and sustainable development are to be promoted.

In addition, we suggest the Secretariat to further review and revise the following areas to enhance relevance to the world of today.


- Concept of peace and culture of peace
- Implications of digital transformation and importance of digital citizenship as well as artificial intelligence and its ethical dimension of use
- Ongoing issue of excessive militarization and arms race which affect conflict and invasion of human rights

Lastly, we would like to inquire if the 'resources centres' in paragraph 33 will be parts of the 'observatories' in paragraph 60.

Once again, we extend our gratitude to the Secretariat for drafting the document, and look forward to the Special Committee Meeting to be held in May of 2023.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PREAMBLE PARAGRAPH 8</b>	<b>PREAMBLE PARAGRAPH 3</b>
<i>Bearing in mind UNESCO's Constitutional call for moral and intellectual solidarity,</i>	(comment) We suggest the order of the paragraph be moved to the third, prior to mentioning the responsibilities of the States.
<b>PREAMBLE PARAGRAPH 3</b>	<b>PREAMBLE PARAGRAPH 4</b>
<i>Acknowledging States' responsibility to safeguard, fulfil and implement every individual's right to inclusive, safe and equitable education of good quality,</i>	(new proposed text) <i>Acknowledging States' responsibility to safeguard, fulfil and implement every individual's right to inclusive, safe and equitable education of good quality <a href="#">to ensure education for peace, human rights, sustainable development, and global citizenship,</a></i>
<b>PREAMBLE PARAGRAPH 4</b>	<b>PREAMBLE PARAGRAPH 5</b>
<i>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,</i>	(new proposed text) 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, <a href="#">and global citizenship is promoted,</a>
<b>PREAMBLE PARAGRAPH 6</b>	-
<i>Acknowledging States' primary responsibility to promote and ensure human rights education,</i>	(comment) We suggest this paragraph to be deleted, unless there is a reason for highlighting human rights education as States' primary responsibility above other key concepts in the Recommendation.
<b>PREAMBLE PARAGRAPH 11</b>	<b>PREAMBLE PARAGRAPH 11</b>
<i>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,</i>	(new proposed text) <i>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 <a href="#">peace</a>, human rights, <del>understanding, tolerance</del> <a href="#">sustainable development, and global citizenship,</a></i>
<b>PREAMBLE PARAGRAPH 12</b>	<b>PREAMBLE PARAGRAPH 12</b>
<i>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 children, young people and adults,</i>	(comment) We suggest above change for Preamble is better read when concise. Also, specific age groups reappears in Preamble Paragraph 18. 3.  (new proposed text) <i>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 <del>children, young people and adults,</del> <a href="#">all age,</a></i>
<b>PREAMBLE PARAGRAPH 13</b>	<b>PREAMBLE PARAGRAPH 13</b>
<i>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,</i>	(comment) The expression 'friendly relations' seems rather informal to be in the document.  (new proposed text) <i>Reaffirming that education shall respect cultural diversity as an intrinsic feature of societies and be directed to promoting understanding, pluralism, respect for diversity <del>friendly relations</del> and solidarity among all nations and</i>

	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,
<b>PREAMBLE PARAGRAPH 14</b>	-
<i>Noting</i> 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,	(comment) It is an important fact, but it seems to be more of a general statement for education all in all and does not seem to be crucial in this document.
<b>PREAMBLE PARAGRAPH 17</b>	<b>(PREAMBLE) PARAGRAPH 16</b>
<i>Building</i> 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,	(new proposed text) <i>Building</i> 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, sustainable development, and <a href="#">global citizenship</a> .
<b>PREAMBLE PARAGRAPH 18</b>	<b>(PREAMBLE) PARAGRAPH 17</b>
<i>Having</i> 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,	(new proposed text) <i>Having</i> 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 sustainable development, and <a href="#">global citizenship</a> .
<b>(I. AIMS) PARAGRAPH 1</b>	<b>PARAGRAPH 1</b>
The ultimate aim of this Recommendation is ... effective participation in decision-making processes and actions that advance peace, human rights, sustainable development and global citizenship at individual, community, national and global levels.	(new proposed text) The ultimate aim of this Recommendation is ... effective participation in decision-making processes and actions that advance peace, human rights, sustainable development and global citizenship at individual, community, <a href="#">local</a> , national and global levels.
<b>(I. AIMS) PARAGRAPH 3</b>	<b>PARAGRAPH 3</b>
This Recommendation should also help mobilize, guide and support the actions of nongovernmental actors working in the field of education and society at large for the same purposes.	(new proposed text) This Recommendation should also help mobilize, guide and support the actions of nongovernmental actors <a href="#">and local governments</a> working in the field of education and society at large for the same purposes.
<b>(I. AIMS) PARAGRAPH 4 (i)</b>	<b>PARAGRAPH 4</b>
(i) <i>Media and information literacy and digital skills</i> : Being empowered to effectively search, critically evaluate, ethically produce and responsibly disseminate information and knowledge, and respond to ... exploitation, including through digital skills, which can help to ensure universal and diversified access to information, materials and resources; and	(comment) In (i), 'digital skills' may be not enough. In today's era of digital transformation, digital citizenship is increasingly important and should be included here.  (new proposed text) (i) <i>Media and information literacy and digital skills</i> : <b>Being empowered the ability</b> to effectively search, critically evaluate, ethically produce and responsibly disseminate information and knowledge, <b>make informed decisions</b> , and respond to ... exploitation, <b>including through digital skills, which can help to ensure universal and diversified access to information, materials and resources,</b> <a href="#">navigating and engaging in digital environments in a safe,</a>

	<a href="#">effective, responsible and respectful way</a> ; and
<b>PARAGRAPH 6</b>	<b>PARAGRAPH 6</b>
Education should contribute to international understanding and to the strengthening of ...	(comment) To reflect today's context in a more relevant way, it is suggested to add 'global citizenship' as follows:  (new proposed text) Education should contribute to <a href="#">promoting</a> international understanding and <a href="#">global citizenship</a> to the strengthening of ...
<b>(II. Scope) PARAGRAPH 7. (e)</b>	<b>PARAGRAPH 7. (e)</b>
At all levels, from early childhood care and education, , higher education, ...	(punctuation error) At all levels, from early childhood care and education, , higher education, ...
<b>(III. Definitions) PARAGRAPH 8. (c), (h)</b>	<b>PARAGRAPH 8. (b)</b>
(c) "Human rights-based approach" is...  (h) "Human rights education" comprises ...	(comment) Human rights-based approach and human rights education are both important concepts, but it defining too many concepts may harm legibility of the document. Perhaps the two paragraphs may be shortened and added to PARAGRAPH 8. (b).
<b>PARAGRAPH 8. (e)</b>	<b>PARAGRAPH 8. (e)</b>
For the purpose of this Recommendation: ...  (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;	(comment) It is suggested to use the following to reflect the concept of "Culture of peace" in a more relevant way to reflect a more positive meaning of peace:  (new proposed text) (e) "Culture of peace" is a set of values, attitudes, <del>traditions and modes of behaviour and ways of life based on the full respect for and promotion of all human rights and fundamental freedoms;</del> <a href="#">and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society.</a>
<b>(IV. Guiding principles) PARAGRAPH 9. (m)</b>	<b>PARAGRAPH .9 (m)</b>
Encourage, empower and support the willingness of individuals to participate in solving problems at community, national, regional and global levels ...	(new proposed text) Encourage, empower and support the willingness of individuals to participate in solving problems at community, <a href="#">local</a> , national, regional and global levels ...
<b>(V. Action areas) PARAGRAPH 10. (d)</b>	<b>PARAGRAPH 10. (d)</b>
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...	(punctuation error) 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 ...
<b>PARAGRAPH 11</b>	<b>PARAGRAPH 11</b>
.... in safeguarding human rights, achieving lasting peace, social justice, sustainable development, and ensuring quality education for all.	(new proposed text) .... in safeguarding human rights, achieving lasting peace, social justice, sustainable development, <a href="#">fostering global citizenship</a> , and ensuring quality education for all.

<b>PARAGRAPH 15</b>	<b>PARAGRAPH 15</b>
Member States should build capacities and sustainable education partnerships ... that meaningfully advance peace, human rights, sustainable development and citizenship.	(comments) To enhance consistency, 'global citizenship' should be added. Also, some of the expressions may be repetitive or unnecessary.  (new proposed text) 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, <del>existing communities of practice</del> and civil society actors in ways that <del>meaningfully</del> advance peace, human rights, sustainable development and <u>global</u> citizenship. ...
<b>PARAGRAPH 20</b>	<b>PARAGRAPH 20</b>
Member States should commit to providing contextualized ... contributes towards an anti-racist culture in education systems, including in curriculum development.	(comment) It is unclear why the phrase 'anti-racist' alone is added in the paragraph.  (new proposed text) Member States should commit to providing contextualized ... contributes towards <del>an anti-racist a</del> culture <u>of peace, human rights, sustainable development and global citizenship</u> in education systems, including in curriculum development.
<b>PARAGRAPH 22</b>	<b>PARAGRAPH 22</b>
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...	(comment) It may be better to align order of subjects with the following paragraphs.  (new proposed text) 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 <del>the arts, history, geography, sciences, technology and languages</del> <u>sports, science, technology, engineering, math, culture, language, and arts</u> is important to advance peace, human rights, sustainable development and global citizenship...
<b>PARAGRAPH 27, 28</b>	<b>PARAGRAPH 33, 34</b>
	(comment) It may be more suitable for 'Assessment and evaluation' to come at the very end of the IV. Guiding Principles.
<b>PARAGRAPH 23, 24, 25, 26</b>	<b>PARAGRAPH 22. (a), (b), (c), (d)</b>
	(comment) Considering that the four paragraphs describe details of certain subjects mentioned in PARAGRAPH 22, it may be more suitable to change the four paragraphs as sub-categories under the PARAGRAPH 22.
<b>Learning environments (Between PARAGRAPH 33, 34)</b>	<b>Learning <u>spaces and</u> environments (Between PARAGRAPH 33, 34)</b>
	(comment) We suggest adding 'spaced and' as above in line with the contents in PARAGRAPH 34.
<b>PARAGRAPH 34</b>	<b>PARAGRAPH 34</b>
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	(new proposed text) 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, sustainable <a href="#">development, and global citizenship</a> .
<b>PARAGRAPH 45</b>	<b>PARAGRAPH 45</b>
Higher education can promote and safeguard peace, human rights, and sustainable development in a number of ways.	(new proposed text) Higher education can promote and safeguard peace, human rights, and sustainable development, <a href="#">and global citizenship</a> in a number of ways.
<b>PARAGRAPH 52</b>	<b>PARAGRAPH 52</b>
TVET qualifications and programmes ... This can be achieved by promoting international solidarity and principles of inclusion, equality - including gender equality -, respect for cultural diversity, ...	(new proposed text) TVET qualifications and programmes ... This can be achieved by promoting international solidarity and principles of inclusion, equality <del>-including gender equality-</del> , respect for cultural diversity, ...  (comment) We suggest above change for equality includes gender equality. If gender equality must be stressed in the sentence, perhaps 'in particular gender equality' would be a better phrase.
<b>PARAGRAPH 53</b>	<b>PARAGRAPH 53</b>
Adult learning and education ... 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.	(punctuation error) Adult learning and ... 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.  (comment) The last part of the paragraph, 'promote living together in peaceful, active, and global citizenship' needs revision.
<b>(VII. Promotion) PARAGRAPH 63</b>	<b>PARAGRAPH 63</b>
Member States should... with all relevant governmental and non-governmental organizations, including human rights institutions, whose activities fall within the aims and scope of this Recommendation.	(new proposed text) Member States should... with all relevant governmental and non-governmental organizations, <del>-including human rights institutions-</del> , whose activities fall within the aims and scope of this Recommendation..
<b>PARAGRAPH 64</b>	<b>PARAGRAPH 64</b>
UNESCO should... 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.	(new proposed text) UNESCO should... 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 <a href="#">education</a> sectors.



# ROMANIA / ROUMANIE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: ROMANIA

**GENERAL COMMENTS ON THE INSTRUMENT:** 1. Consensus on the notion of **culture** throughout the document: 2. Using **competences** instead of other similar or related notions (skills, abilities etc.)

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH 4</b>	<b>PARAGRAPH 4</b>
<p><b>I. AIMS</b></p> <p><b>I 4.</b> 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 <b>competencies</b> such as:</p>	<p><b>I. AIMS</b></p> <p><b>I 4.</b> 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 <b>competencies</b> such as:</p> <p><u>To be added</u></p> <ul style="list-style-type: none"> <li>- <i>Systems thinking competency</i>: 'the ability to recognize and understand relationships, to analyze complex systems, to be able to identify the ways in which systems are embedded within different domains and different scales, and to deal with uncertainty' (Rieckmann, 2018) – or an alternative definition.</li> <li>- <i>Normative competency</i>: 'the ability to understand and reflect on one's the norms and values and negotiate sustainability goals and targets, in a context of conflicts of interests and trade-offs, contradictions and uncertain knowledge' (Rieckmann, 2018) – or an alternative definition.</li> </ul>

<p>(a) <i>Analytical, critical thinking and understanding:</i> 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;</p>	<p>a) <i>Analytical, critical thinking and understanding:</i> 'The ability to question norms, practices and opinions, to critically analyse and understand complex systems, power dynamics and the interconnections between countries and populations, and global, regional, national and local levels, and take a position in the sustainability discourse'.</p> <p>Reference: Rieckmann, M. (2018). Learning to transform the world: Key competencies in Education for Sustainable Development. Issues and trends in education for sustainable development, 39, 39-59, in 'Issues and trends in Education for Sustainable Development', A. Leicht, J. Heiss and W. J. Byun (eds), UNESCO 2018.</p>
<p><b>PARAGRAPH 9</b></p>	<p><b>PARAGRAPH 9</b></p>
<p><b>IV. GUIDING PRINCIPLES</b></p> <p>9. Education that aims to be transformative must be guided by the following <b>principles</b> :</p>	<p><b>IV. GUIDING PRINCIPLE</b></p> <p>9. Education that aims to be transformative must be guided by the following <b>principles</b>:</p> <p><u>To be added</u></p> <p>o) 'Promote proactive leadership to connect educational organizations to the outer society to identify knowledge that is currently important for young individuals '(Mogren, 2019).</p> <p>p) 'The internal management of a school organization must be student-centered, prioritizing teamwork and process learning to facilitate students' development as active drivers of educational processes linking education to the outer society ' (Mogren, 2019).</p> <p>Reference : Mogren, A. (2019). Guiding principles of transformative education for sustainable development in local school organisations : Investigating whole school approaches through a school improvement lens, (Doctoral dissertation, Karlstads University Studies, 2019:33).</p>
<p><b>PARAGRAPH #</b></p>	<p><b>PARAGRAPH #</b></p>
<p><b>Curriculum and pedagogy</b></p>	<p><b>Curriculum and pedagogy</b></p> <p><u>To be added</u></p>

	Eco entrepreneurship education
PARAGRAPH 43	PARAGRAPH 43
<p><b>School education</b></p> <p>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.</p>	<p><b>School education</b></p> <p>43. To guarantee education as a human right for all, Member States should make clear commitments and provide infrastructural and other forms of professional, technical support (e.g. textbooks, transport, good quality teaching and adequate facilities; ), social services adapted to the needs of the educable (e.g nurseries for students with children of preschool age), as well as financial support (e.g. scholarships for students/ and students to ensure a decent living) 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.</p>
PARAGRAPH 45-51	PARAGRAPH 45-51
<p><b>Higher education and research</b></p>	<p><b>Higher education and research</b></p> <p><u>To be added</u></p> <p>Higher Education and Reserach for SD has the mission to respond to society's needs and expectations to address environmental, social, cultural, and economic issues that threaten the sustainability of life on Earth (Shephard, 2015).</p> <p>Reference : Shephard, Kerry. (2015). Higher education for sustainable development. Springer, Basingstoke: Palgrave Macmillan, 2015.</p> <p>Developing new targeted master programs in the field of sustainability alongside transversal courses on this subject.</p>
PARAGRAPH 58	PARAGRAPH 58
<p>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</p>	<p>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</p>

<p>should establish goals and targets for its implementation. To this end, Member States should:</p>	<p>should establish goals and targets for its implementation. To this end, Member States should:</p> <p><u>To be added</u></p> <p>e) Associate the continuous monitoring of its implementation by focusing on peer policy learning.</p>
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RUSSIAN FEDERATION /  
FÉDÉRATION DE RUSSIE

### ENCLOSURE 3

#### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

##### MEMBER STATE: Russian Federation

###### GENERAL COMMENTS ON THE INSTRUMENT:

1. The Russian Federation insists on preserving the initial scope of the Recommendation, including its title. We consider unacceptable to change its spirit and letter and withdraw from its title the phrase "education in the spirit of international understanding and cooperation" and replace it with the term "global citizenship", which still does not have a consensus definition in the framework of UNESCO. Thus this term cannot serve as a basis for a Recommendation.

2. Agreeing to the revision of this normative instrument, the goal was to modify it up to new realities. However the text presented by the UNESCO Secretariat goes far beyond the scope of the 1974 Recommendation.

3. We believe it is important to make appropriate adjustments to the original text, not to thoroughly reformulate the document. The current text will require much longer time for consideration not to mention need of reaching consensus on bearing in mind the possible modifications.

<b>CURRENT TEXT</b>	<b>NEW PROPOSED TEXT OR COMMENTS</b>
<b>PREAMBLE, PARAGRAPH # 7</b>	<b>PREAMBLE, PARAGRAPH # 7</b>
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	Recognizing the importance of the United Nations 2030 Agenda for Sustainable Development and the 2015 Paris Agreement that calls on countries to “enhance climate change education, training”

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”	
<b>PREAMBLE, PARAGRAPH # 14</b>	<b>PREAMBLE, PARAGRAPH # 14</b>
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	Noting that despite the significant progress achieved in providing high-quality and equal education, countless people have access only to education of such quality that does not provide an opportunity to lead a decent life

<b>PREAMBLE, PARAGRAPH # 16</b>	<b>PREAMBLE, PARAGRAPH # 16</b>
persuaded that to shape peaceful, just, equal, equitable, inclusive, healthy and sustainable societies, <b>education itself</b> must be transformed and expanded for the benefit of all	persuaded that to shape peaceful, just, equal, equitable, inclusive, healthy and sustainable societies, <b>current approaches to education</b> must be transformed and expanded for the benefit of all

<b>AIMS, PARAGRAPH # 1</b>	<b>AIMS, PARAGRAPH # 1</b>
The ultimate aim of this Recommendation	The aims of this Recommendation

<b>AIMS, PARAGRAPH # 6</b>	<b>AIMS, PARAGRAPH # 6</b>
Education should contribute to international understanding and to the strengthening of humanrights 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	Education should contribute to international understanding, to the strengthening of humanrights and the maintenance of international 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.	intolerance.
<b>DEFINITIONS, PARAGRAPH # 8</b>	<b>DEFINITIONS, PARAGRAPH # 8</b>
	The paragraph 8 should be supplemented with terms explaining the content of the following concepts: "formal education / training", "non-formal education / training", "informal education / training", "technical and vocational education and training (TVET)", "early childhood education", "school education", "higher education".
<b>GUIDING PRINCIPALS, PARAGRAPH # 9 (N)</b>	<b>GUIDING PRINCIPALS, PARAGRAPH # 9 (N)</b>
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.	Are infused by the principles of the Universal Declaration of Human Rights and international treaties on peace, protection of human rights and sustainable development that inform this Recommendation.
<b>ACTION AREAS, PARAGRAPH # 10 (D)</b>	<b>ACTION AREAS, PARAGRAPH # 10 (D)</b>
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	d) ensure that <b>national legislation</b> , policies, plans and strategies aim to correct gender-based and intersectional biases and promote gender equality <b>between men and woman, boys and girls</b> in and through the education system through an inclusive and equitable approach that ensures all learners, without

opportunities in education and are empowered to shape more peaceful and just societies	discrimination, have equal rights and opportunities in education and are empowered to shape more peaceful and just societies
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<b>ACTION AREAS, PARAGRAPH # 13</b>	<b>ACTION AREAS, PARAGRAPH # 13</b>
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.	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.

<b>ACTION AREAS, PARAGRAPH # 32</b>	<b>ACTION AREAS, PARAGRAPH # 32</b>
<p>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.</p>	<p>All materials and resources should be adapted to learners' educational level, developmental needs and local context.. They should be developed taking into account the assurance of gender equality in education between boys and girls, men and women and and free from discriminatory and hateful bias, and elements that incite intolerance, hostility, discrimination or violence towards any individuals, groups or peoples.</p>

<b>V.2. Specific requirement per level and</b>	<b>V.2. Specific requirement per level and</b>
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<b>type of education, PARAGRAPH # 44</b>	<b>type of education, PARAGRAPH # 44</b>
<p>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.</p>	<p>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 <del>and global citizenship</del>, as well as of education for health and well-being, <del>including comprehensive sexuality education</del>, 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.</p>

**SLOVAK REPUBLIC /  
RÉPUBLIQUE  
SLOVAQUE**

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

#### MEMBER STATE: SLOVAK REPUBLIC (SLOVAKIA)

**GENERAL COMMENTS ON THE INSTRUMENT:** We found the document well balanced in terms of addressing new global challenges vis-à-vis value-based education (human rights, active citizenship, sustainable development, peace/non-violence, global citizenship, intercultural understanding) as part of the process of life-long learning. Please see proposed changes below.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PEAMBULAR PARAGRAPH 1</b>	<b>PARAGRAPH #</b>
<p>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,</p>	<p>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, <b>the Convention on the Rights of People with Disabilities and the Convention on the Status of Refugees</b> and the Geneva Conventions for the Protection of War Victims of 12 August 1949,</p> <p><i>Comment: All international human rights instruments whose status of ratification is close to universal, should be enumerated.</i></p>

PARAGRAPH 5 (AIMS)	PARAGRAPH #
<p>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.</p> <p>...</p> <p>.....</p> <p>...</p>	<p>Education that fosters these skills should emphasize that <b>war aggression</b> 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.</p> <p>...</p> <p><i>Comment: To make clear that self-defence/defence against aggression is legitimate and legal.</i></p>
PARAGRAPH 8 (f) (DEFINITIONS)	PARAGRAPH #
<p>“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;</p>	<p>“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, <b>without prejudice to their responsibility to</b> respect human rights and fundamental freedoms;</p> <p><i>Comment: To be clear that having different political and social systems does not constitute an excuse for not fulfilling commitments in the field of human rights and fundamental freedoms</i></p>
APPENDIX / OTHER INSTRUMENTS	PARAGRAPH #
	<p>Add <b>Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992)</b></p> <p><i>Comment: The Declaration on the Rights of Indigenous Peoples and the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, although not legally binding conventions, are important documents completing the UN portfolio of human rights. There are several paragraphs in the text of the draft Recommendation referring to intercultural dialogue and understanding and to the rights of minority groups, this should be reflected in the list of documents.</i></p>

# SPAIN / ESPAGNE

**ENCLOSURE 3**

**PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT**

**MEMBER STATE: SPAIN**

**GENERAL COMMENTS ON THE INSTRUMENT:**

Emphasis is mainly placed in the proposed text on discrimination on the grounds of race, and it would be positive to include the explicit mention of other forms of discrimination that should be combatted in the sphere of education, such as discrimination based on birth, gender, racial, ethnic or geographic origin, disability, age, illness, religion or belief, sexual orientation or gender identity, or any other personal or social condition or circumstance.

**Commented [MEFP1]:** These are the types of discrimination identified by the Spanish Education Law (LOMLOE) in article 1 a bis: "The quality of education for all students, without any discrimination based on birth, sex, racial or ethnic or geographical origin, disability, age, illness, religion or beliefs, sexual orientation or sexual identity or any other personal or social condition or circumstance".

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH I. AMS</b>	<b>PARAGRAPH I. AMS</b>
3. This Recommendation should also help mobilize, guide and support the actions of nongovernmental actors working in the field of education and society at large for the same purposes.	3. This recommendation should also help mobilize, guide and support the actions of non governmental actors working in the field of education, <b>training</b> and society at large for the same purposes.
<b>PARAGRAPH IV. GUIDING PRINCIPLES</b>	<b>PARAGRAPH IV. GUIDING PRINCIPLES</b>
e) Commit to education and learning as a continuous, lifelong, life-encompassing, humanistic and transformative process that recognizes the fullness of being human;	e) Commit to education, <b>training</b> and learning as a continuous, lifelong, life-encompassing, humanistic and transformative process that recognizes the fullness of being human;
<b>PARAGRAPH V. ACTION AREAS</b>	<b>PARAGRAPH V. ACTION AREAS</b>
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.	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 <b>training</b> and are empowered to shape more peaceful and just societies.
<b>PARAGRAPH 20</b>	<b>PARAGRAPH 20</b>
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.	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 <b>the fight against all sorts of discrimination (such as discrimination based on birth, gender, racial, ethnic or geographic origin, disability, age, illness, religion or belief,</b>



	sexual orientation or gender identity, or any other personal or social condition or circumstance) in education systems, including in curriculum development.
<b>PARAGRAPH 24</b>	<b>PARAGRAPH 24</b>
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.	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 <b>without adhering to the negationism of proved historical events</b> 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.
<b>PARAGRAPH 25</b>	<b>PARAGRAPH 25</b>
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.	25. The teaching of science, technology, engineering and maths can transcend frontiers and build bridges between communities and knowledge systems. All learners, <b>especially girls and women</b> , 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.
<b>PARAGRAPH 26</b>	<b>PARAGRAPH 26</b>
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. Members 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.	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, <b>such as migrants, refugees and Roma people</b> . Members 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.
<b>PARAGRAPH 27</b>	<b>PARAGRAPH 27</b>
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	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 <b>and their schools</b> , instilling a sense of

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.	failure, labelling learners, condoning discrimination or social exclusion <b>or overloading their academic calendar</b> . 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.
<b>PARAGRAPH 28</b>	<b>PARAGRAPH 28</b>
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.	28. Performance assessment both in formal and non-formal learning settings should be reliable, credible, transparent, valid, trustworthy, <b>appropriately levelled</b> , 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.
<b>PARAGRAPH 29</b>	<b>PARAGRAPH 29</b>
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.	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 <b>and taking into consideration the General Data Protection Regulation (GDPR)</b> to facilitate the sharing of knowledge, <b>raising awareness about data protection and creation of networks among the educational community, by sharing, valuing and disseminating different types of educational resources</b> , for the public good.
<b>PARAGRAPH 30</b>	<b>PARAGRAPH 30</b>
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.	30. Member States should invest in and facilitate the renewal, <b>maintenance</b> , production, dissemination and exchange of up-to-date, high-quality devices, materials and resources, which can support transformative <b>and innovative</b> 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, associations <b>communities, cultures, families and their relationship with others in the real world as digital citizens</b> .
<b>PARAGRAPH 31</b>	<b>PARAGRAPH 31</b>
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	31. In developing teaching and learning materials and resources, a global <b>and inclusive</b> perspective should be applied, nurturing respect for cultural diversity and universal values, <b>taking into consideration learners' well-being</b> and underlining the shared destiny of humanity in the face of major global challenges and emphasizing that

cooperation. The development of such resources could benefit from the involvement of artists, to encourage learning with and through the arts.	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, <b>through cultural forms such as music and in cultural spaces like museums, promoting education and culture.</b>
<b>PARAGRAPH 32</b>	<b>PARAGRAPH 32</b>
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.	32. All materials and resources should be adapted to learners' educational level, developmental needs and local context, <b>ensuring learners' well-being.</b> 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 <b>as to ensure learners' well-being.</b>
<b>PARAGRAPH 33</b>	<b>PARAGRAPH 33</b>
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.	33. Member States should consider establishing or helping to establish physical and/or digital resource centres offering materials <b>and guidance, including human resources or training,</b> that support the aims of this Recommendation throughout education, <b>training</b> and lifelong learning.
<b>PARAGRAPH 34</b>	<b>PARAGRAPH 34</b>
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.	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 <b>as to prepare learners for active citizenship and providing them with the like skills and competence to develop an active role in the digital age.</b>
<b>PARAGRAPH 36 (a)</b>	<b>PARAGRAPH 36 (a)</b>
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;	See general comments and the drafting suggestion for paragraph 20.
<b>PARAGRAPH 37</b>	<b>PARAGRAPH 37</b>
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,	37. To enable inclusive, intercultural, <b>innovative</b> 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.	and standards to which all education professionals must adhere <b>as to ensure learners' and educators' well-being.</b>
<b>PARAGRAPH 38</b>	<b>PARAGRAPH 38</b>
<p>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:</p> <p>(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;</p> <p>(b) Safeguarding freedom of expression and access to information, guaranteeing educators' academic freedom and respecting their autonomy and professionalism;</p> <p>(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;</p> <p>(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;</p> <p>(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</p> <p>(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.</p>	<p>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:</p> <p>(a) Motivating educators to commit to human rights, cultural <b>and language</b> 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 <b>for teachers and students, guiding</b> teacher professional development;</p> <p>(b) Safeguarding freedom of expression and access to information, guaranteeing educators' academic freedom and respecting their autonomy and professionalism;</p> <p>(c) Providing opportunities for collaboration, <b>creation of networks</b>, 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 <b>and digital</b> assessment skills;</p> <p>(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 <b>and the creation of international networks.</b> Processes should allow for education to be regularly adapted to changing life circumstances and <b>assuring well-being</b>, including by using open educational resources;</p> <p>(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</p> <p>(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.</p>

<b>PARAGRAPH 41</b>	<b>PARAGRAPH 41</b>
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.	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 <b>boys and girls</b> 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.
<b>PARAGRAPH 42</b>	<b>PARAGRAPH 42</b>
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.	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 <b>autonomous</b> adults.
<b>PARAGRAPH 53</b>	<b>PARAGRAPH 53</b>
<b>Non-formal and Informal Education, and Adult Learning</b>	<b>Non-formal and Informal Education, <b>Training</b> and Adult Learning</b>
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.	53. Adult learning and education is recognized as a key component within the right to education, <b>training</b> 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.
<b>PARAGRAPH 54</b>	<b>PARAGRAPH 54</b>
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 selfdirected learning, as well as peer-engaged, interactive and intercultural learning, in accordance with the aims of this Recommendation.	54. Provision of and access to learning, education <b>and training</b> 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 <b>to raise the level of achievement of basic skills (literacy, numeracy and basic digital skills)</b> , for digital skills development, media and information literacy selfdirected learning, as well as peer-engaged, interactive and intercultural learning, in accordance with the aims of this Recommendation.
<b>PARAGRAPH 55 (a)</b>	<b>PARAGRAPH 55 (a)</b>
55. (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-	55. (a) Providing for and using high-quality, independent and pluralistic means of communication and technology-enhanced learning to broaden participation in education, <b>training</b> and learning among adults, young people and

school children, especially for but not limited to marginalized groups in emergency situations;	out-of-school children, especially for but not limited to marginalized groups in emergency situations;
<b>PARAGRAPH 64</b>	<b>PARAGRAPH 64</b>
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.	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, <b>training</b> and the non-formal and informal sectors.

# SWEDEN / SUÈDE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

Sweden

MEMBER STATE: \_\_\_\_\_

#### GENERAL COMMENTS ON THE INSTRUMENT:

Thank you for this opportunity to contribute with comments from Sweden on the first draft of UNESCO's Recommendation concerning *Education for Global Citizenship, Peace, Human Rights and Sustainable Development*.

Sweden welcomes the expert-based approach in the revision and the ambitious consultation process carried out by the UNESCO secretariat. We would also like to thank the Secretariat and the Expert group for the report on the revision process and the submission of major revisions described in Annex II. This kind of transparency have been very helpful in our national review and preparation process.

By and large, Sweden considers that the proposed revisions are in line with the objectives of the decision by the General Conference to revise the Recommendation, so as to ensure that the instrument remains a relevant, powerful and useful tool for Member States. In this respect, Sweden welcomes the clear recognition of the 2030 Agenda for Sustainable Development in the Recommendation. There are however some overall comments we wish to provide at this stage, as well as some detailed proposals regarding the wording.

For Sweden it is important that the human right to education is well reflected in the Recommendation, and we welcome that quality education is a guiding principle for the Recommendation. Furthermore, a human rights-based approach (HRBA), comprehensive sexuality education (CSE), and sustainability are highly prioritized. We welcome that this approach is reflected in the Recommendation, yet insist it should be integrated and emphasized even more.

#### **Disposition and structure**

We have no general objections to the disposition, which mostly follows a logic structure, and the thematic divisions are comprehensible. Our objections mainly regard the content and the level of detail, which inconsistently moves between general descriptions and very detailed formulations.

The Recommendation is a normative instrument, primarily with the aim of influencing policy. Too many details will reduce the relevance of the Recommendation, make it vulnerable to societal, environmental, and technical changes, and obstruct implementation rather than facilitating it. The different needs, conditions and situations of the Member States must also be considered.

The text is still too extensive. One way to improve the stringency of the text and make the Recommendation more powerful and applicable, is to re-work the use of concepts, which we elaborate later.

#### **Relevance and Consistency**



To be relevant and fulfil its objectives, it is crucial that a normative instrument such as this Recommendation builds on existing normative instruments to avoid duplication. This has been taken care of at an overall level.

However, there are examples of writings and perspectives that are in direct conflict with writings in other normative UN instruments (for instance UN's *Universal Declaration of Human Rights* and the UNESCO *Recommendation concerning the Status of Higher-education Teaching Personnel* from 1997), which must be adjusted.

In addition, explicit references to other relevant policy documents, especially from the broader UN system, would strengthen the relevance of the Recommendation, and be helpful from a reader perspective. We revisit this topic in our comments on the Preamble.

Another aspect of relevance concerns the time perspective. Overall, the Recommendation has the potential to remain relevant in the years to come, but this aspect could be further strengthened by better reflecting the front lines in various areas and academic fields, such as the climate research field. We revisit this topic later under **Concepts and Perspectives**. The text must also show greater awareness of the current global education crisis, including teacher shortage.

In addition, there are perspectives in the Recommendation - both scientific and ideological - which stand in opposition to each other, and/or are more complex than the Recommendation shows awareness of.

For instance, formulations of universal values may conflict with the text's emphasis on the importance of diversity of knowledge and indigenous' knowledge. It is important that the Recommendation demonstrates an awareness of the tension between universal norms and values and the perspective of diversity and origin, and at the same time emphasizes that this tension needs to be managed through tolerance, understanding and deliberative dialogues.

Additional examples are given further down, see for instance **Paragraph 11**.

### **Feasibility and Implementation**

The Recommendation covers the entire education system and addresses both formal and non-formal education, which we welcome. We also welcome that the Recommendation emphasizes lifelong learning and acknowledges the changing educational landscape with a diversity of education providers. Civil society and non-governmental organizations, NGO's, and other types of non-formal/informal educators are invaluable complements to the formal education system.

However, equally important as paying attention to the changing education landscape and acknowledging its various actors, is demonstrating an awareness of their different roles, missions, responsibilities, and conditions. Member States can never resign in their duty to arrange formal education by delegating these responsibilities to the civil society, NGO's or other non-formal/informal education providers. The Recommendation must therefore be written in such a way that it does not risk promoting such a development. Disparities between formal and informal learning, as well as between formal and non-formal education/informal providers and states' responsibilities and mandate towards them, therefore, need to be further clarified.

According to the UNESCO Rules of Procedure concerning Recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution, a Recommendation "[...] formulates principles and norms for the international regulation of any particular question and invites Member States to take whatever

legislative or other steps may be required – in conformity with the constitutional practice of each state and the nature of the question under consideration – to apply the principles and norms aforesaid within their respective territories.” Therefore, it is Member States of UNESCO that a Recommendation is aimed towards guiding. Governance of UNESCO takes place through the Medium Term Strategy and the C/5, meaning that concrete programme activities should not be a part of a Recommendation.

One of the strongest tools for Member States to promote learning in the spirit of this Recommendation is to provide good conditions to non-formal education providers. Beyond that, states' mandate over non-formal education providers is and should be different compared to their mandate over formal education providers. This needs to be clarified in the Recommendation.

The Recommendation must also make a sharper distinction between education, especially formal education, and learning that can take place everywhere.

### **Concepts and perspectives**

The Recommendation promotes active citizenship, and hope - that is, faith in that change and transformation are possible - is crucial for engagement. Many young people suffer from climate anxiety and worry about the future. The approach of hope is missing. The Recommendation should encourage education and learning with ambitions to transform anxiety and feelings of hopelessness into empowerment.

The Recommendation does not sufficiently enough accent racism and xenophobia as obstacles to achieving democracy, international cooperation, and peace. On the occasions when the Recommendation draws attention to the need for education that counteracts violence, exclusion, and intolerance (for example, **Paragraphs 24 and 32**), racism and xenophobia should be addressed.

As pointed out under **Relevance and Consistency**, it is of great importance that the Recommendation builds on and demonstrates how it relates to established concepts and perspectives in other policy recommendations, especially those from the UN system, but also from other relevant organizations, and from the scientific field.

Sometimes the text deviates from the normative UN language, which needs to be adjusted. When established terms are used, they should be consistent with recognized meanings and applications. If/when deviations are justified, they should be followed by clarifications.

However, generally, we see no reason for the Recommendation to establish its own concepts that are synonymous with established concepts.

In addition, certain scientific concepts that are highly relevant to this Recommendation are missing, such as *wicked problems*, *planetary boundaries*, and *loss of biodiversity* (also mentioned further down).

#### *Children and Youth perspective*

Children's and Youth's right to influence and participation should be stronger emphasized, not at least with respect to the UN *Convention on the Rights of the Child*.

#### *Language education and mother tongue education*

Language skills, including multilingualism, are a prerequisite for developing international understanding and hence global citizenship. The importance of language education, including mother tongue education/learning, should be stronger articulated, not at least since it is an area strongly promoted by UNESCO. According to UNESO, “multilingual and

multicultural societies exist through their languages which transmit and preserve traditional knowledge and cultures in a sustainable way.”<sup>1</sup>

Mother tongue as a concept is not mentioned at all. Pupils’ and students’ opportunities to learn new languages as well as express themselves and improve their skills in their mother tongue should be safeguarded in the Recommendation. We also remind You about the UN *Convention on the Rights of the Child, Paragraph 30*, that stipulates the right of indigenous children and children of ethnic, religious, or linguistic minorities to use their language.

Language education aimed at developing students’ multilingualism is not mentioned at all. Recommendations from the Council of Europe and the EU stress the importance and value of language skills and multilingualism. Language teaching should be given its own paragraph in the curriculum section, **Paragraphs 19-26**. Concrete proposals are given later.

In addition, the importance of learning how to write and read – and develop this knowledge – should be stressed. Analphabetism is a problem in many parts of the world and is addressed in UN’s *Sustainable Development Goal 4.6* and can consequently not be ignored in this Recommendation.

#### *Media- and Information Literacy (MIL)*

The importance of MIL is not sufficiently embedded in the Recommendation. It is mentioned in **I. AIMS j**, but needs to be implemented in the **GUIDING PRINCIPLES** and the **ACTION AREAS** as well. The development of MIL is an area promoted by UNESCO , which should be reflected in the Recommendation.<sup>2</sup>

#### *Teachers and Educators*

Sweden welcomes the emphasis on teachers’ professional freedom. However, there are writings that are in conflict with this approach. These should be rephrased (see concrete examples under paragraphs 31, 43 and 47). Distinctions between educators, teachers, school leaders and other relevant professionals engaged in formal and non-formal education/learning need to be further clarified. We also ask for better consistency in how these professional categories are applied and addressed. Educators cannot be used as an umbrella concept for all professional groups working with education and learning.

#### **Human rights**

It is essential that the Recommendation has a clear human rights-based approach (HRBA) and builds on international human rights law and the UN’s *Universal Declaration of Human Rights*. In general, the Recommendation lives up to those requirements. However, the Recommendation must be more consistent regarding the right to education, article 26 in the UN’s *Universal Declaration of Human Rights*. The Recommendation is also too vague in its emphasis on human rights for persons who, due to their migration status, sexual orientation, gender identity or any other ground, risk not being able to fully enjoy the human rights. We remind you about the UN *Convention on the Rights of the Child*, article 2 right against discrimination, and article 28-29, the right of the child to education and equal opportunity, that stipulates that Member States shall make education compulsory and free to all children.

Migration and migrants must be addressed in the Recommendation. In addition, the rights of refugees must be stronger emphasized.

#### **Sustainable development**

<sup>1</sup> [International Mother Language Day | UNESCO](#)

<sup>2</sup> [About Media and Information Literacy | UNESCO](#)

Sweden welcomes that the Recommendation emphasizes sustainable development, but objects to its being treated as a side-track in many respects. Sustainable development must be consistently treated as one of the main foundations of the Recommendation in line with the 2030 Agenda for Sustainable Development (however, the Recommendation must remain relevant even after 2030). We would also like to remind you of article 29 e in the UN *Convention on the Rights of the Child* about the development of respect for the natural environment.

We also strongly advice to add writings that address *biodiversity loss, climate changes* and *planetary boundaries*. In this matter, we refer to the thematic consultations that are described in **ANNEX II**, that clearly states the importance of embedding these aspects/concepts of sustainability and education for sustainable development, ESD (see **paragraph 16c, 17b, in ANNEX II**). The Recommendation must show greater awareness that protection of our natural resources and respect for our planetary boundaries are basic prerequisites for peace, human rights, and global citizenship.

**Comprehensive Sexuality Education, CSE**

Sweden strongly welcomes that CSE is addressed in **Paragraph 44**. Knowledge about sexuality and relationships, including sexual and reproductive health and rights, are essential to the objective stated in the Recommendation under section **1, AIMS**, namely: “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 [...].”

However, we call for stronger wordings to better safeguard the safety and human rights for all individuals – especially children and young persons - who are put in a vulnerable position due to their sexual orientation and/or gender identity. We revisit this topic, see for instance **Paragraphs 34-36**.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>The title: <i>Recommendation concerning Education for Democracy, Global Citizenship, Peace, Human Rights and Sustainable Development</i></b>	
Sweden welcomes the condensation of the title that partly announces a new content and direction.	
Sweden welcomes that <i>Sustainable Development</i> is embedded in the new title. This is an important demonstration and gives expectations of an approach that consistently treats sustainability as one of the foundations of the Recommendation. However, sustainability is sometimes treated as a side-track to <i>Human Rights, Peace</i> and <i>Global Citizenship</i> .	
One issue to consider more carefully is the order. Alphabetical order of the concepts is to be preferred.	
<b>Preamble</b>	

This comment is also closely related to the general comments regarding concepts and consistency with other relevant policy documents.

To strengthen the status of this Recommendation, we advise references to other policy documents, especially UN policy documents. For instance, the UN *Convention on the Rights of the Child* (1989) and the UN's *Convention on the Rights of Persons with Disabilities* (2006) which are listed in Appendix. Example of another important policy document that should be referred to is *C169, Indigenous and Tribal Peoples Convention* from ILO.<sup>3</sup>

We miss a recognition of the 21st-century challenges as “wicked problems” and suggest adding:  
**Recognising (or acknowledging) that the challenges are complex, contested and contextual, which therefore demands an education system based on inter- and transdisciplinarity that enables social transformation.**

5 <sup>th</sup> section page 1	5 <sup>th</sup> section page 1
<p>“Reaffirming the fundamental link between the achievement of peace, human rights, sustainable development and the promotion of global citizenship education.”</p>	<p>We welcome this wording and think it provides a good illustration of when all elements are treated as equally important. However, we would like to add democracy and rule of law.</p> <p><u>Rephrase to:</u> “Reaffirming the fundamental link between the achievement of peace, human rights, <b>democracy, rule of law</b>, sustainable development and the promotion of global citizenship education.”</p>

**5<sup>th</sup> section page 2**

Rephrase to: “*Persuaded* that to shape peaceful, just, equal, equitable, inclusive, healthy and sustainable societies, education itself must be ~~transformed~~ **adapted** and **expanded** for the benefit of all,”

Motivation: The primary goal cannot be transformation, but rather adaption to achieve the goals. Adaption also places higher demands on Member States (and educators) to carefully prepare policies and actions in accordance with this Recommendation.

What does the word **expanded** entails in this context?

**I. AIMS (Paragraphs 1-6)**

**Paragraph 1**

Rephrase to: “The ultimate aim of this Recommendation is to ~~inspire and empower~~ **provide guidance to Member States on how to equip** 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 levels.”

Motivation: The purpose of policy documents of this kind is not inspire and empower.

**Paragraph 4**

Rephrase to: “Specifically, education should aim [...] to ~~foster~~ **promote** skills and competencies such as:”

**Paragraph 4a-4k**

The definitions and differences between **skills** and **competencies** need to be clarified. This is an example of how important it is that the Recommendation clearly relates to established concepts and as far as possible avoids deviations. In this case, the Recommendation should relate to the Council of Europe's framework *RFCDCE*, which treats **competencies** as an umbrella for underlying concepts such as values and attitudes.<sup>4</sup> Also the OECD and the EU have their own terminology that UNESCO and this Recommendation needs to take into consideration.

<sup>3</sup> [Convention C169 - Indigenous and Tribal Peoples Convention, 1989 \(No. 169\) \(ilo.org\)](http://ilo.org)

<sup>4</sup> [The Reference Framework of Competences for Democratic Culture \(RFCDCE\) \(coe.int\)](http://coe.int)

If deviations are necessary, they must be followed by clear explanations.

#### Paragraph 5d

Rephrase to: “Education that ~~foster~~ **promote** 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.”

#### Paragraph 6

“Education should contribute to international understanding and to the **strengthening of humanrights** 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.”

#### Paragraph 6

Rephrase to: “Education should contribute to international understanding, ~~and to the strengthening~~ **realisation and enjoyment** of human rights and world peace...”

### II. SCOPE (Paragraph 7)

#### 7e

Rephrase to: “At all levels, from early childhood care and education, **school education**, higher education, ~~including~~ **and** technical and vocational education and training (TVET) and adult education.”

Motivation: School education was missing. TVET and adult education are not regarded as higher education, which refers to university and university college.

### III. DEFINITIONS (Paragraph 8)

#### General comment applicable to Paragraphs 8a-8i

We welcome that key definitions are explained in a separate section. However, a careful review of the concepts is necessary: the number of concepts, how they are applied and their meanings. As emphasized in our **General comments**, it is important that concepts are consistent with established concepts and with the UN normative language

The text would benefit from fewer concepts. A pragmatic solution could be fewer, but more generic concepts under which other concepts sort, to avoid too many enumerations. It is also important that the concepts are used consistently.

In addition to the central concepts explained in this section, several other concepts are applied that may also need to be explained, for example in an appendix.

The concepts should preferably be listed in alphabetic order.

#### Paragraph 8c

Rephrase to: “Human rights-based approach... ~~discriminatory practices and unjust distributions of power that impede development progress and often result in groups of people being left behind.~~”

Motivation: This part of the text is redundant.

#### Paragraph 8g



Move the paragraph on **Sustainable development** up earlier, for example as c) in order to strengthen and emphasize its status as a foundation in this Recommendation.

Rephrase to: “Sustainable development” is development that meets the needs of the present **and the future with great respect for** ~~without compromising the ability of~~ the health and **well-being of** future generations, **all living species and the planet** to meet their own needs. This vision of development is shaped by an understanding that the Earth’s systems are interconnected, **indivisible** 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;”

The phrase **a single human family** can be misleading. More appropriate to talk about **respect** and **understanding**.

The paragraph should also stress that **democracy** is a precondition for sustainable development.

#### IV Guiding Principles 9a-9n

We highly recommend reducing the number of guiding principles. Consider whether some paragraphs can be merged.

Paragraph 9	Paragraph 9
“Education that aims to be <b>transformative</b> must be guided by the following principles:”	Is the objective with this Recommendation to promote transformative education? Or is transformative education a tool to reach the objectives? The Guiding Principles should preferably be more aligned with the <b>AIMS</b>

#### Paragraph 9a

Rephrase to: “Recognize that quality education is a common public good and should be accessible to everyone. **Access could include physical and digital participation as a guiding principle for quality education in the 21<sup>st</sup> century;**”

#### Paragraph 9b

Rephrase to: “Commit to **the human right to education** ~~guaranteeing the right of all people to contextually relevant, inclusive equitable and quality education...~~”

Motivation: We agree that **relevant, inclusive [...] quality education** is important, but it is not a human right in this sense.

#### Paragraph 9d

Rephrase to: “...irrespective of the ~~learner’s~~ **learners’** or ~~his or her~~ **their** parent’s or legal guardian’s race colour, sex, **sexual** orientation, **cross-gender expression**, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;”

Motivation: Rephrasing is necessary in order to demonstrate a HRBA.

#### Paragraph 9e

“**Commit** to education and learning as a continuous, lifelong, life-encompassing, humanistic and transformative process that **recognizes** the **fullness of being human;**”

#### Paragraph 9e

Comment: Who should **commit**? Education as a subject? The individual? Member States don’t commit.

What does **fullness of being human** mean in this sense? And who should **recognize**?

<b>Paragraph 9h</b>	
Rephrase to: “Raise awareness of the increasing global interdependence of individuals, societies, <b>natural resources</b> and countries and cultivate global citizenship;”	
<u>Motivation:</u> Natural resources are essential for our survival. This suggested rewording also integrates sustainability instead of treating it as a separate track.	
<b>Paragraph 9k</b>	<b>Paragraph 9k</b>
“ <b>Safeguard</b> freedom of expression and access to information while addressing incitement to hatred, discrimination or violence;”	<u>Comment:</u> We welcome the emphasis on freedom of expression and the whole approach. Rephrase to “ <b>Safeguard Ensure</b> freedom of expression and access to information while addressing incitement to hatred, discrimination or violence.”
<b>V. ACTION AREAS</b>	
<b>Paragraph 10a</b>	<b>Paragraph 10a</b>
“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 [...]”	Current wording treats ESD as separate and distinct from general education policy, rather than as an integral part.
<b>Paragraph 10b)</b>	<b>Paragraph 10b)</b>
“[...] create science-based and <b>evidence-informed laws</b> , policies, plans and strategies [...]”	Change to <b>evidence-based</b> . Or explain what <b>evidence-informed laws</b> means.  In addition, this formulation will lead to implications in Sweden. The Education Acts states that education must rest on a scientific basis and evidence-based experience, but this is not a requirement in other policy documents for the school and education system.
<b>Paragraph 11</b>	<b>Paragraph 11</b>
“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 <b>accountability</b> and transparency should be put in place, such as open school data, educator and education management codes of practice,	This paragraph needs to be shortened and clarified. As pointed out in our general comments, States’ mandate over formal and non-formal education institutions is not the same and should not be, since they have different missions, functions etc. This must be clarified.  <b>Accountability</b> is of course important, but the Recommendation must demonstrate awareness of the rich scientific literature that shows destructive implications of New Public Management and the accountability culture in many Western school systems for both students’ learning and teachers’ professionalization. <sup>5</sup> In addition, words such as <b>monitoring</b> should be avoided and preferably be

<sup>5</sup> See for instance: Darling-Hammond, Linda et al. (2017). *Empowered Educators. How high-performing systems shape teaching quality around the world*. San Francisco: Jossey-Bass ; Fullan, Michael (2011). *Choosing the wrong drivers for whole system reform*. Seminar Series Paper No.204, May 2011, Centre for Strategic Education; Fullan, Michael et al. (2015) “Professional Capital as Accountability.” I: *Education Policy Analysis Archives*. February 2015; Mourshed, Mona et al. (2010) *How the world’s most improved school systems keep getting better*. McKinsey & Company; chleicher, Andreas (2018). *World class. How to build a 21st-century school system*. Paris: OECD



<p>multichannel communication and other <b>social accountability measures</b> including regular <b>monitoring</b> and reflective reviews.</p>	<p>replaced with supporting or equivalent expressions with more constructive connotations.</p> <p><u>Rephrase to:</u> “Member States should ensure good governance <del>in society</del> and in education, in light of its and other <b>social accountability measures</b> including regular [...].”</p> <p>What is <b>social accountability measures</b>?</p>
<p><b>Paragraph 13</b></p>	<p><b>Paragraph 13</b></p>
<p>“[...] developed through open dialogue and in a spirit of <b>reciprocity</b> [...] ”</p>	<p>In <b>reciprocity</b> with whom and for what purpose?</p>
<p><b>Paragraph 14</b></p>	
	<p><u>Rephrase to:</u> “Member States should engage in and encourage international <b>and intercultural</b> cooperation, dialogue and exchange [...]”</p> <p><u>Motivation:</u> It is important to also acknowledge intercultural cooperation on national level.</p>
<p><b>Paragraph 15</b></p>	<p><b>Paragraph 15</b></p>
<p>“ [...] 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”</p>	<p>This part is redundant and an example of overload of details. Omit.</p> <p>In addition, the Recommendation should not be in the classroom.</p>
<p><b>Paragraph 16</b></p>	
<p>Omit the whole paragraph. It doesn't fit in and adds nothing.</p>	
<p><b>Curriculum and pedagogy (Paragraphs 19-26)</b></p>	
<p>(Also see our general comments on Language). The importance of language education (mother tongue and other languages) should be stronger emphasized. Mother tongue as a concept is not mentioned at all. It is essential that the Recommendation promotes and safeguard pupils', students', and learners' opportunity to learn new languages as well as express themselves and improve their skills in their mother tongue.</p> <p>With respect to this, add a new paragraph:</p> <p><b>"The teaching and learning of languages; mother tongue, second, foreign and minority languages as well as signed languages; should help develop learners' language and cultural awareness and equip them to engage in intercultural dialogue; empowering them to advance peace, human rights, sustainable development, democratic culture and global citizenship."</b></p> <p>We also miss writings aimed at reducing the digital gap within and between countries as well as the digital gender gap, as areas of action to facilitate access to high-quality education</p> <p>Education for Global Citizenship, Peace, Human Rights and Sustainable Development should be adopted as a cross-cutting issue across subjects, disciplines and/or learning areas.</p>	

The section is far too comprehensive and detailed. To avoid this problem and to make the text more efficient and shorter, we suggest that the section begins with explaining general principles that apply to all subjects and curricula (similarly with our suggestion regarding <b>V.2. Specific requirements per level and type of education</b> ). That will also help avoiding duplications and inconsistencies.	
<b>Paragraph 19</b>	<b>Paragraph 19</b>
“Member States should endeavour to ensure that educational activities directed [...]”	Omit this sentence.
<b>Paragraph 20</b>	<b>Paragraph 20</b>
“Member States should commit to providing contextualized and <b>self-determined curricula</b> [...]”	What is <b>self-determined curricula</b> ? Determined by the Member State(s)?  The paragraph is written in one sentence. Almost unreadable.
<b>Paragraph 22-25</b>	
Why list some school subjects? On what grounds are they chosen? The Recommendation should address education from a holistic perspective in line with paragraphs 19-20 in the Recommendation. Education for Global Citizenship, Peace, Human Rights and Sustainable Development is not restricted to some specific school subjects/academic disciplines or learning topics.  Highlighting certain school subjects signals that the Recommendation only applies to certain areas.  We see no reason highlighting science subjects for the same reason as mentioned above ( <b>Paragraph 25</b> ).	
<b>Paragraph 22</b>	<b>Paragraph 22</b>
“[...] These areas of study should cover all domains of learning: the cognitive, social and emotional as well as action oriented.”	Omit this sentence. It is redundant.
<b>Paragraph 23</b>	
Why give sport an own paragraph? Omit.	
<b>Paragraph 24</b>	
<u>Rephrase to:</u> “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, <b>racism</b> , <b>xenophobia</b> and exclusion [...]”	
<b>Paragraph 26</b>	<b>Paragraph 26</b>
“ [...] Member States should valorize, respect and enhance the <b>diversity of knowledge systems</b> [...]”  “Members States should also support non-formal means of expressing and transmitting culture through specific education and training programmes [...]”	What do you mean with <b>the diversity of knowledge systems</b> ? This must be clarified in order not to promote creationism, other unscientific beliefs, misinformation and “fake-news”.  This sentence comes straight after a sentence about minorities and marginalized groups, and therefore feels a little out of context and should be rewritten or moved.
<b>Assessment and Evaluation (Paragraphs 27-28)</b>	
27-28	We welcome that the Recommendation emphasizes that performance assessment should be legal, reliable, non-discriminatory against people with disabilities, etc. But the Recommendation should not go into assessment at this level of detail. It is also controversial that the school system is given a mandate to assess and grade pupils'/students' values. It goes against <i>article 19 in the Universal Declaration of Human Rights</i> .

27. “ <b>Assessment</b> of and for learning should be <b>prioritized</b> in order to strengthen collaboration, cooperation and mutual understanding, identify barriers [...]”	27. Before what and why should assessment be prioritized?
<b>Learning and teaching materials and resources (Paragraphs 29-33)</b>	
<b>Paragraph 31</b>	<b>Paragraph 31</b>
“The development of such resources could benefit from the involvement of artists, to encourage learning with and through the arts.”	Omit this sentence. The Recommendation should stay on policy-level, not be in the classroom. It is the professions (i.e. teachers/school leaders etc.) that decide the methods etc. Writings like these contradict the promotion and protection of teachers' professional freedom.
<b>Paragraph 32</b>	
<u>Rephrase to:</u> “[...] They should be gender-transformative and free from harmful stereotypes, discriminatory and hateful bias, and elements that incite intolerance, hostility, discrimination, <b>racism</b> , <b>xenophobia</b> or violence towards any individuals, groups or peoples [...]”	
<b>Learning environments (Paragraphs 34-36)</b>	
<p>The importance of children’s and Youths’ right to influence and participation should be stronger emphasized.</p> <p>The section gives a good overview of non-formal and informal learning environments. We would like to further emphasize that learning environments help build strong local communities and create opportunities for intergenerational learning and cooperation. In order to nurture local learning environments, the definition of education providers must include the broader civil society, where NGO’s play a vital part in creating such opportunities.</p> <p>However, the section lacks awareness of the vulnerability of homo- and bisexuals, as well as transgender persons within the education system. This is especially important to draw attention to in primary and secondary school, which UNESCO has done in several reports. The exposure affects their health, school attendance and school results negatively and, by extension, also their living conditions as adults. As this is very much a human rights issue that also is threatened in many countries, it is of particular importance that the text shows an awareness of this problem and promotes progress in opposite direction</p>	
<b>Paragraph 36a</b>	
Important to strongly highlight the vulnerability of homo- and bisexuals, as well as transgender persons within the education system, and that their safety and well-being must be safeguarded.	
<b>Paragraph 36e</b>	
<u>Rephrase to:</u> “Harnessing the potential of technologies for inclusion by <b>widening digital access to education</b> , creating transformative and inclusive online learning environments, with adequate attention paid to digital empowerment and cyber safety, security and accessibility.”	
<b>Educator development (Paragraphs 37-38)</b>	
<p>We welcome that the Recommendation includes a section on Educator development.</p> <p>A paragraph on teacher education should be added under this section. Essential that the special education methodology/special pedagogy perspective is included. Also underline that teacher education must be scientifically based and have a strong research connection. In addition, it is important to clarify that professional development for teachers and school leaders includes these professions on all levels in the formal education system.</p>	
<b>Paragraph 37</b>	
<u>Rephrase to:</u> “To enable inclusive, intercultural and transformative education, Member States should <b>enable provide good conditions for</b> 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.”	

Motivation: **Enable** is very vague and indicates that this is a choice.

**Paragraph 38**

General comment: Review the level of detail in a) – f). Reduce the level of detail as much as possible.

Misleading to use **educators** when addressing academic freedom and professional autonomy. Change to **teachers, school leaders** and **researchers**. This is especially misleading in **38f** (see further down).

**Paragraph 38e**

Rephrase to: “[...] promoting course recognition as part of the regular process of initial training, appointment, **induction**, continuing professional development and promotion of educators;”

Induction is an important step for teachers’ professional development and should consequently be added.

<b>Paragraph 38f</b>	<b>Paragraph 38f</b>
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“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.”	The paragraph starts with capacity building for professionals in leading positions and later includes all type of educators regardless of if they work/are engaged in formal or non-formal education. As the state’s responsibilities differ between formal and non-formal educational institutions, we strongly recommend to split this section into two, with one addressing the formal education system and its institutions/providers and the other addressing the non-formal education providers.
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**V.2. Specific requirements per level and type of education (Paragraphs 39-55)**

General comments applicable to paragraphs 39-55:

The division of different forms of schools and education mostly works and gives an important element of concreteness. At the same time, there are writings that are equally relevant for all types of education but only are mentioned under one certain type, like the last sentence in **paragraph 52** on TVET.

Accordingly, knowledge of sexuality and human rights, health and well-being should also be mentioned in relation to adult education.

To avoid this problem and to make the text more efficient and shorter, we suggest that the section **V.2.** begins with a general description of requirements that are relevant for all levels/type of education.

This can also solve the problem of imbalance between the descriptions under the respective level/type of education.

There is also something problematic with the approach/language in this section. Requirements are formulated like examples of methods for improvements, which we give example of further down.

Important to emphasize that learning and education are lifelong processes that contribute to strengthening democracy and ending discrimination.

**Early childhood care and education (Paragraphs 39-41)**

General comments applicable to paragraphs 39-41:

We welcome the appraisal of Early Childhood care and education’s, ECCE’s, importance for children’s learning.

We want to see more focus on promoting a professionalization of ECCE in general, not only regarding professionalization of the ECCE’s educators, see **Paragraph 40**.

<b>Paragraph 39</b>	
<p>“<u>Rephrase to:</u> Member States should ensure that early childhood care, development and education programmes are considered an essential <del>component of the</del> 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 <del>successful and fulfilling</del> <b>future</b> life, improve their future learning outcomes and instil the attitudes, values and behaviours needed to achieve the aims of this Recommendation.”</p>	
<p><u>Motivation:</u> It is incorrect to talk about ECCE as <b>a component of the right to education</b>. And it is not within UN’s mandate to define a fulfilling and successful life.</p>	
<b>Paragraph 40</b>	
<p>We welcome that professionalization of ECCE’s educators is mentioned, but this is an issue applicable for all school forms and could preferably be moved to general description of requirements that are relevant for all levels/type of education.</p>	
<b>Paragraph 41</b>	
<p>Essential to emphasize the importance of <b>availability</b> of ECCE; it should be available for all children</p>	
<b>School education, Paragraph 42-44</b>	
<b>Paragraph 43</b>	
<p>“<u>Rephrase to:</u> “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. <del>textbooks</del> <b>teaching materials</b>, transport, good quality teaching and <del>adequate</del> <b>good</b> facilities and <b>nutrition</b>) 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.”</p>	
<p><u>Motivation:</u> Textbooks are a type of teaching material. This Recommendation should not decide or advice on teaching material, it is to intrude on teachers’ professional freedom.</p>	
<b>Paragraph 44</b>	
<p>We welcome the emphasize on comprehensive sexuality education (CSE) and strongly argues it must be remained. CSE strengthens both health, well-being and gender equality that are essential from a human rights perspective. And not at least, CSE have direct and positive links to UN’s SDG’s.</p>	
<p>The importance of knowledge about sexuality and relationships, including sexual and reproductive rights are essential for the aims of the Recommendation.</p>	
<p>We question why the word <b>gender-transformative</b> is absent in this paragraph but included in <b>Paragraph 52</b> on TVET. This is an example of inconsistency that can be avoided by submitting all requirements that apply to all forms of education in an introductory section.</p>	
<p><b>Paragraph 32</b> stresses that all materials and resources should be gender-transformative and free from harmful stereotypes, which further strengthen this argument of inconsistency that needs to be adjusted.</p>	
<b>Higher education and research (Paragraphs 45-51)</b>	
<b>Paragraph 45</b>	
<p>This paragraph is problematic, since it mixes objectives with higher education and methods such as <b>support open academic platforms</b>, that should be left out.</p>	
<b>Paragraph 46</b>	<b>Paragraph 46</b>
<p>“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</p>	<p>The connection between academic freedom and learners’ and researchers’ ethical participation is problematic. Don’t you mean that it is their academic and intellectual freedom that should be secured?</p>

<p>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."</p>	<p>Why are only linguistic and cultural barriers addressed? The barriers to access higher education can be several, such as social and economic barriers.</p>
<p><b>Paragraph 47</b></p>	<p><b>Paragraph 47</b></p>
<p>"[...] 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.</p>	<p>This part of the paragraph is problematic in several aspects.</p> <p>UNESCO has no mandate to control or steer curricula for higher education or research. Formulations as <b>must</b> and <b>should</b> in relation to curricula must therefore be omitted and replaced by more adequate concepts.</p> <p>It is up to Higher Education Institutions, HEIs, and the teachers to decide the content, approaches etc. In addition, interdisciplinary and transdisciplinary approaches as well as interaction with different communities are not always most appropriate.</p> <p>Instead, we strongly propose wordings that <b>promotes dialogue and collaboration</b> with different communities <b>when appropriate</b> and underline the academic and professional freedom for HEIs and teachers.</p> <p>We also remind You that these formulations are in conflict with The UNESCO <i>Recommendation concerning the Status of Higher-education Teaching Personnel</i> (1997) that declares: "Expressing concern regarding the vulnerability of the academic community to untoward political pressures which could undermine academic freedom." And paragraph 28 states that: "Higher-education teaching personnel have the right to teach without any interference, subject to accepted professional principles including professional responsibility and intellectual rigour with regard to standards and methods of teaching. Higher-education teaching personnel should not be forced to instruct against their own best knowledge and conscience or be forced to use curricula and methods contrary to national and international human rights standards. Higher education teaching personnel should play a significant role in determining the curriculum."<sup>6</sup></p> <p><u>Rephrase to:</u></p>

<sup>6</sup> [The ILO/UNESCO Recommendation concerning the Status of Teachers \(1966\) and The UNESCO Recommendation concerning the Status of Higher-education Teaching Personnel \(1997\) with a user's guide - UNESCO Digital Library](#)



	“[...] To achieve this, study programmes <del>must</del> <b>can</b> include interdisciplinary and transdisciplinary approaches [...].”
<b>Paragraph 47, 50</b>	
The content of these paragraphs is difficult to reconcile with academic freedom. They are also too detailed and put almost all responsibility on the universities. The Recommendation should not govern how the universities distribute their research funds. The Recommendation should instead focus on principles for policy that are addressed to Member States.	
<b>Paragraph 50</b>	
This paragraph is very controlling and intrudes on the principle of academic freedom.	
<b>Paragraph 52</b>	<b>Paragraph 52</b>
“[...] 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.”	Omit or re-phrase this sentence. The way it is worded now, makes it sounds like a suggested method.  As previously mentioned, this is relevant for all types of education and should therefore be moved up directly after <b>V.2, page 12</b> , as part of a general description that addresses all types of formal education.
<b>Non-formal and informal education and adult learning</b>	
We welcome that non-formal and informal education is given its own section.  But <b>adult education</b> should have its own section or be given an own paragraph before or after TVET. At least in Sweden, adult education is a part of the formal education system.	
<b>Paragraph 55a-55e</b>	
Better coherence if 55a-55e could be concentrated into fewer paragraphs.	
<b>Paragraph 55a</b>	<b>Paragraph 55a</b>
“[...] especially for but not limited to marginalized groups in emergency situations;”	Individuals cannot be marginalized by themselves, rather they are put in a marginalized position. The text must reflect such a perspective that is aligned with UN’s concept of human rights.
<b>VI. FOLLOW-UP AND REVIEW (Paragraphs 56-59)</b>	
<b>Paragraph 57</b>	
Overload of details. It is also unclear if the paragraph addresses UNESCO and Member States or only Member States.	
<b>Paragraph 58</b>	<b>Paragraph 58</b>
“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 <b>should establish goals and targets</b> for its implementation.”	Too detailed and the first sentence is too long. We also question the statement that Member states should <b>establish goals and targets for this implementation</b> .  The goal is already stated in this Recommendation under AIMS. The Recommendation is primarily a normative tool to reach the AIMS.
<b>Paragraph 58c</b>	<b>Paragraph 58c</b>
“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 [...].”	What are the implications of this? To establish new frameworks for follow-up and dissemination? We do not see a need to create a new framework for this apart from the follow-up of the Recommendation itself.
<b>Paragraph 59</b>	

This paragraph should be removed. UNESCO should not be governed by a Recommendation. Recommendations are directed towards the Member States.

<b>Paragraph 60</b>	<b>Paragraph 60</b>
“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.”	This is another example of too many details and steering. This paragraph should be omitted or re-phrased.

**VIII. PROMOTION (Paragraphs 62-64)**

Add a paragraph that urge Member States to support and cooperate with each other in creating conditions for implementing the Recommendation.



# SWITZERLAND / SUISSE

## **La Suisse position sur la révision de Recommandation sur l'éducation pour la compréhension, la coopération et la paix internationales et l'éducation relative aux droits de l'homme et aux libertés fondamentales de 1974**

Madame, Monsieur,

Avec un retard dû aux vacances de fin d'année, que nous vous prions d'excuser, vous trouvez ci-dessous les commentaires de la Suisse.

La Suisse apprécie la possibilité de prendre position sur la révision de cette Recommandation.

- Dans l'ensemble, nous saluons la qualité de ce premier draft qui couvre largement mais de façon ciblée des aspects de l'éducation cruciaux pour des sociétés durables et pérennes.
- Les chapitres-clés de la Recommandation (objectifs, définitions, principes directeurs) mentionnent la question d'un accès égal et équitable à l'éducation, mettent en avant la citoyenneté mondiale et l'éducation à la démocratie, autant d'éléments fondamentaux pour lutter contre le racisme, tant au niveau individuel que structurel. Nous tenons néanmoins à souligner l'importance que les formes d'exclusion et de nonaccès à l'éducation en raison de discrimination raciale soient prises en compte et mentionnées dans ce contexte.
- Les questions de genre devraient être davantage incluses.
- Le thème de l'éducation en situation d'urgence manque. Nous proposons donc les modifications suivantes :
  - o Mentionner l'éducation en situation d'urgence et de crise prolongée dans les Guiding Principles, soit en tant que point séparé, soit, par exemple, sous le point IV9.a
  - o Mention de la résolution 2601 et de la Safe Schools Declaration, par exemple dans les paragraphes 1 ou 6.
  - o Inclusion de la résolution 2601 et de la Safe Schools Declaration dans l'appendice (ressources).
- La Suisse souhaite inviter l'UNESCO à formuler des questionnaires de suivi brefs et de façon à prendre en considération les perspectives de tous les états-membres.

Délégation permanente de la Suisse auprès de l'UNESCO et de la Francophonie



# THAILAND / THAÏLANDE

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: **THAILAND**

#### GENERAL COMMENTS ON THE INSTRUMENT:

Thailand agrees with the overall principles in the revised ‘1974 Recommendation’ including the shortening of the title to “Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development”.

We consider the document is well-written with complete and clear topics, issues, and well-reflected the results of consultation meetings. We would like to commend the consultation process that included all regions across the world results in reliable recommendations related to the present era and situation and leads to the educational drive of all member states in the promotion of human rights and fundamental freedoms for world peace and sustainable development with efficiency.

However, we have some amendments for your consideration as follows:

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH 6</b>	<b>PARAGRAPH 6</b>
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.....	6. Education should contribute to international understanding and to the strengthening of human rights and world peace, and to activities <b>in the pursuit</b> against all actions.....
<b>PARAGRAPH 8</b>	<b>PARAGRAPH 8</b>
(a) “Education” implies..... the whole of their personal capacities, talents and abilities, attitudes, and knowledge. This process.....	(a) “Education” implies..... the whole of their personal capacities, talents and abilities, attitudes, <b>and</b> knowledge, <b>and experiences</b> . This process.....
(f) “International understanding”, “cooperation” and “peace” are to be considered..... on an understanding that State have different social and political systems, and.....	(f) “International understanding”, “cooperation” and “peace” are to be considered..... on an understanding that <b>different States</b> have different social and political systems <b>as well as socioeconomic contexts</b> , and.....
(g) “Sustainable development” is..... sharing a common destiny on earth.	(g) “Sustainable development” is..... sharing a common destiny <b>and responsibility</b> on earth.
<b>PARAGRAPH 9</b>	<b>PARAGRAPH 9</b>
(d) Recognize that national,..... colour, sex, language, religion, political or other opinion,.....	(d) Recognizing that nationality,..... colour, <b>sex gender</b> , language, <b>religion beliefs</b> , political or other opinions,.....
(g) Promote the rights..... to help build friendly	(g) Promote the rights..... to <b>help build develop</b>

relationships between State and people across borders;

friendly relationships between States and people across borders;

<b>PARAGRAPH 31</b>	<b>PARAGRAPH 31</b>
31. In developing teaching and learning materials and resources,..... understanding the shared destiny of humanity.....	31. In developing teaching and learning materials and resources,..... understanding the shared <del>destiny</del> <b>future</b> of humanity.....
<b>PARAGRAPH 36</b>	<b>PARAGRAPH 36</b>
(d) Promoting democratic....., including children and young people in co-creating safe spaces that.....	en (d) Promoting democracy....., including children and <del>young people</del> <b>youth</b> in co-creating safe spaces that.....
<b>PARAGRAPH 55</b>	<b>PARAGRAPH 55</b>
(d) Promoting relevant, non-discriminatory ..... and public debate; and	(d) Promoting relevant, non-discriminatory..... and public debate <b>based on a human rights and democracy basis respecting the principles of freedom, equality and justice</b> ; and
(e) Supporting communities and youth ..... for resilience and well-being.	(e) Supporting communities and youth ..... for resilience and well-being <b>related to the social background and community identity to safeguard wisdoms, identities and strengthen the living space of the community.</b>
	<b>(f) Providing education and promoting learning based on the principle of equity to reduce disparities in access to quality education and learning opportunities by creating varieties of learning spaces and lifelong learning ecosystems that support learning opportunities, potential and the way of life of adults, youth, and out-of-school children in each particular area.</b>

Ref. 0205 / **214b**::

**21** December RE. 2565 (2022)

**Subject: Revised Recommendation and Preliminary Report for the 1974  
Recommendation concerning Education for International Understanding, Co-operation  
and Peace and Education relating to Human Rights and Fundamental Freedoms**

Dear Ms. Audrey Azoulay,

Kindly refer to your letter Ref: CL/4401, requesting Thailand to give a written comment and observation on the first draft of the revised Recommendation before December 23, 2022.

In this regard, the Thai National Commission for UNESCO would like to propose a few amendments of the texts in the revised 1974 recommendation as in the enclosed template for your consideration.

Your kind cooperation is highly appreciated.

Yours sincerely,



Phichet Phophakdee, Ph.D.  
Secretary General  
The Thai National Commission for UNESCO

Ms. Audrey Azoulay  
Director-General of UNESCO  
7, Place de Fontenoy  
75352 Paris 07 SP, France  
Tel: +33 1 45 68 10 00  
Email: pax@unesco.org

Encl.

TÜRKIYE / TÜRKIYE



## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: TÜRKİYE

GENERAL COMMENTS ON THE INSTRUMENT:

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH 34</b>	<b>PARAGRAPH 34</b>
<p><b>Learning environments</b></p> <p>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.</p>	<p>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.</p> <p>Moreover, e-learning provides many benefits in corporate training compared to classical methods. From affordability to personalization in education, from digital transformation to performance tracking, e-learning is in a position that makes a difference compared to classical methods. trainees can receive the digital training they want, wherever and whenever they want. The trainings do not have to be tied to anyone's calendar, everyone can complete the training and its requirements in the time period that suits them. In this way, the planning of trainings is also very easy.</p>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>

UNITED ARAB  
EMIRATES /  
ÉMIRATS ARABES UNIS

ENCLOSURE 3

PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

MEMBER STATE: [United Arab Emirates](#)

GENERAL COMMENTS ON THE INSTRUMENT:

Promoting human rights and equality should consider different views and values so one group does not impose its values on other groups. This should clearly be stated within the recommendations.

As for Education, it should be provided for all with no discrimination. However, it should consider the knowledge and skills needed to build future economies and should not bring politics into education.

As highlighted in the last paragraph of the CL/4401, the State would agree on the suggestion to reduce the title to become “Recommendation concerning Education for Global Citizenship, Peace, Human Rights and Sustainable Development”

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
PARAGRAPH #	PARAGRAPH #
3. This Recommendation should also help mobilize, guide and support the actions of nongovernmental actors working in the field of education and society at large for the same purposes.	3. This Recommendation should also help mobilize, guide and support the actions of nongovernmental actors working in the field of education, <a href="#">including startups</a> , and society at large for the same purposes.
PARAGRAPH #	PARAGRAPH #
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:  <i>(c) Intercultural awareness and respect for diversity and pluralism:</i> 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;	4. Specifically, education should aim to be transformative, seeking to prepare, motivate and empower learners to take informed decisions and actions, <a href="#">without causing harm to people with other perspectives, to State properties, and nature</a> , to promote peace, human rights, sustainable development and global citizenship and to foster skills and competencies such as:  <i>(c) Intercultural awareness and respect for diversity and pluralism:</i> The ability to understand and respect the dignity of all persons and cultures and the needs, perspectives and <a href="#">peaceful</a> actions of others, including through valorizing diverse knowledge systems;

PARAGRAPH #	PARAGRAPH #
<p>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:</p> <p>(f) <i>Self-awareness</i>: 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;</p>	<p>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:</p> <p>(f) <i>Self-awareness</i>: 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, <i>without causing harm to people with other values</i>;</p>
PARAGRAPH #	PARAGRAPH #
<p>IV. GUIDING PRINCIPLES</p> <p>9. Education that aims to be transformative must be guided by the following principles:</p> <p>(f) Enable an international dimension and global perspective in education;</p>	<p>IV. GUIDING PRINCIPLES</p> <p>9. Education that aims to be transformative must be guided by the following principles:</p> <p>(f) Enable an international dimension and global perspective in education <i>without compromising the local identity and values</i>;</p>
PARAGRAPH #	PARAGRAPH #
<p>IV. GUIDING PRINCIPLES</p> <p>9. Education that aims to be transformative must be guided by the following principles:</p> <p>(k) Safeguard freedom of expression and access to information while addressing incitement to hatred, discrimination or violence;</p>	<p>IV. GUIDING PRINCIPLES</p> <p>9. Education that aims to be transformative must be guided by the following principles:</p> <p>(k) Safeguard freedom of expression, <i>as long as no violations to the country’s own national security</i>, and access to information while addressing incitement to hatred, discrimination or violence;</p>
PARAGRAPH #	PARAGRAPH #
<p>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:</p> <p>(b) Safeguarding freedom of expression and access to information, guaranteeing educators’ academic freedom and respecting their autonomy and professionalism;</p>	<p>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:</p> <p>(b) Safeguarding freedom of expression and access to information, guaranteeing educators’ academic freedom and respecting their autonomy and professionalism; <i>where international educators respect the values and norms of the host States</i></p>
PARAGRAPH #	PARAGRAPH #
<p>41. Early childhood care, development and education programmes should be culturally and linguistically appropriate; relevant in ways that nurture inclusive learning, literacies and conceptual</p>	<p>41. Early childhood care, development and education programmes should be culturally and linguistically appropriate; relevant in ways that nurture inclusive learning, literacies and conceptual</p>

<p>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.</p>	<p>development, and <a href="#">cherish national identity</a>; 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, <a href="#">where parental guidance is necessary for the best interest of children in the early childhood care</a>. ECCE should also foster safety and a sense of trust, empathy and belonging within communities in a multicultural world.</p>
<p>PARAGRAPH #</p>	<p>PARAGRAPH #</p>
<p>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.</p>	<p>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 <a href="#">where States values and norms are taken into consideration</a>, 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.</p>
<p>PARAGRAPH #</p>	<p>PARAGRAPH #</p>
<p>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.</p>	<p>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 <a href="#">and State values and norms</a>, sustainable consumption and production, environmental consciousness and active citizenship.</p>

UNITED KINGDOM OF  
GREAT BRITAIN AND  
NORTHERN IRELAND /  
ROYAUME-UNI DE  
GRANDE-BRETAGNE ET  
D'IRLANDE DU NORD

## ENCLOSURE 3

### PROPOSED TEMPLATE FOR PROVIDING COMMENTS ON THE TEXT

**MEMBER STATE:** United Kingdom of Great Britain and Northern Ireland

#### GENERAL COMMENTS ON THE INSTRUMENT

**Further Education - Quality and International Team** : We welcome the recommendations on how member states and other key stakeholders can best support teachers in mainstreaming a human rights-based approach to education. The Department will endeavour to work with Further Education colleges and teacher education delivery partners to ensure that measures are put in place to do so.

CURRENT TEXT	NEW PROPOSED TEXT OR COMMENTS
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>7. This Recommendation applies a lifelong and inclusive perspective and, as such, covers learning activities:</p> <p>(a) For all people of all ages;</p> <p>(b) Delivered in all spaces (family, school, community and workplace);</p> <p>(c) In all settings, including formal, non-formal and informal;</p> <p style="text-align: center;"><i>[THESE ARE JUST EXAMPLES]</i></p>	
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>
<p>...</p> <p>.....</p> <p>...</p>	
<b>PARAGRAPH #</b>	<b>PARAGRAPH #</b>