

## REVISION OF THE UNESCO 1974 RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

### Teacher Consultation

**Monday 9 May, 14.00-15.30**

**Zoom:**

**Concept note**

### **Background**

The UNESCO 1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (the 1974 Recommendation) is a normative instrument which aims to support the design and implementation of effective educational policies and programmes that contribute to the building of a just, sustainable, healthy and peaceful society.

Given the multitude of contemporary threats to global peace and human survival - such as climate change, pandemics, infectious diseases, the spread of violent and hateful ideologies, conspiracy theories, persistent inequalities, discrimination and xenophobia – UNESCO is updating the 1974 Recommendation to better reflect the complexity of today's global landscape and ensure the instrument is fit for purpose in our current context. The objective is also to firmly embed the role of education in fostering human rights and fundamental freedoms, global peace, international understanding, and sustainable development<sup>1</sup>.

Ongoing conflicts remind us that peace needs to be nurtured; and thus the stark reminder of the relevance of the 1974 Recommendation and the important role of education in fostering international understanding, cooperation and lasting peace.

### **Background documents**

- [1974 Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms](#)
- [UNESCO note on the revision process](#)

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<sup>1</sup> 41 C/Resolution 17 of the 41<sup>st</sup> session of the UNESCO General Conference



### Objectives of the meeting

It is crucial that teacher perspectives are heard as part of the revision process of the 1974 recommendation. For this reason, UNESCO’s Sections on Teacher Development and for Global Citizenship and Peace Education, the International Task Force on Teachers for Education 2030 (TTF), and Education International are holding a joint consultation of teachers, education personnel, and other relevant stakeholders, to gather their input and recommendations from around the world on how to ensure that the 1974 Recommendation is revised to be relevant and supportive of the work of practitioners.

### Outcomes

The findings of the consultation will be consolidated into a short 1-2 page outcomes document, that will feed into the International Expert Group’s second drafting meeting in June 2022

### Proposed Date

Monday, 9 May, 14.00-15.30 (CET Paris/Brussels time)

### Format and Languages

The meeting will be held on Zoom with simultaneous interpretation in English, French and Spanish

### Target participants

The participants invited for this consultation will represent a wide array of teacher stakeholders. This will include teacher representatives from EI member organisations, representatives of TTF member organisations and countries, members of UNESCO’s Associated Schools Network; individual teachers and experts on teacher development.

### Draft agenda

Time	Agenda Item	Speaker/s
14.00 -14.05	Welcome and Introduction	Representatives of Education International & the Teacher Task Force
14.05 -14.15	Overview of the 1974 Recommendation and the Revision Process	UNESCO
14.15 – 15.25	Consultation discussion <i>(participants will be organised in breakout groups depending on numbers)</i>	Moderator and participants
15.25-15.30	Closing (Summary of discussions and next steps)	UNESCO

## Guiding questions for the discussion

The consultation meeting aims to be an interactive discussion in which participants will prepare responses in the following areas and questions:

1. **Priority themes:** Teacher perspectives on new thematic areas that should be included in the Recommendation to reinforce its relevance.
  - What are the most pressing societal challenges, pertaining to this Recommendation, that education can and should respond to?
  - What are the new opportunities offered by education (formal and non-formal), from a lifelong learning perspective, that should be reflected in the Recommendation?
2. **Teacher preparation:** Teacher perspectives on updating and improving the Recommendation's section as specifically concerns teachers.
  - How can initial teacher education and training better equip teachers with the knowledge, content expertise and pedagogical skills to teach for a just, sustainable, healthy and peaceful society through the curricula?
  - What type of professional development opportunities are needed on these topics? How can technology support teaching and continuous professional learning?
  - What is the role of technology in improving international peer learning and collaboration around the topics of the Recommendation?
  - Any other comments on how Section IV of the Recommendation could be strengthened?
3. **Support:** Teacher perspectives on challenges faced, the impact of their working conditions, and how they can be better supported to implement the Recommendation.
  - What are the key enablers and obstacles that teachers encounter in the provision of quality education, for a just, sustainable, healthy and peaceful society?
  - How do teacher employment and working conditions impact their motivation and teaching for a just, sustainable, healthy and peaceful society?
  - To what extent are teachers' working environments conducive to teaching and learning for a just, sustainable, healthy and peaceful society?
  - What type of support would teachers like to receive from their employer institution and education system to allow them to teach for a just, sustainable, healthy and peaceful society?
  - How can governments effectively harness the professional knowledge, skills and expertise of teachers to advance education for a just, sustainable, healthy and peaceful society?
  - How can teachers further support the transformation of education systems and the improvement of learning environments for teaching and learning for a just, sustainable, healthy and peaceful society?
  - What is the role of education unions and professional associations in contributing to the implementation of the Recommendation?