Kyoto University–Pale Bleu Dot Foundation Joint Programme

Education for Culture of Peace, Mutual Understanding and Sustainability through the Revision of 1974 Recommendation

19 March 2024
Kyoto University

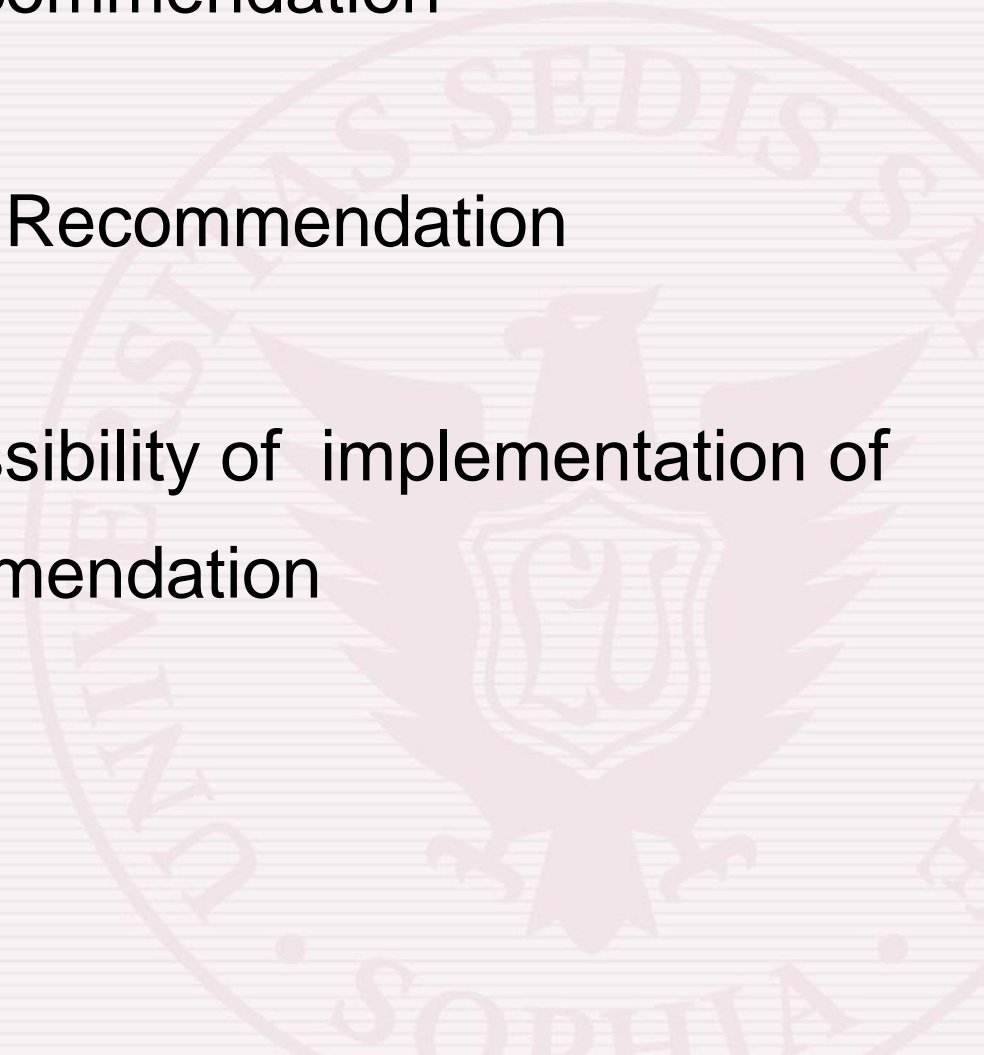Miki Sugimura
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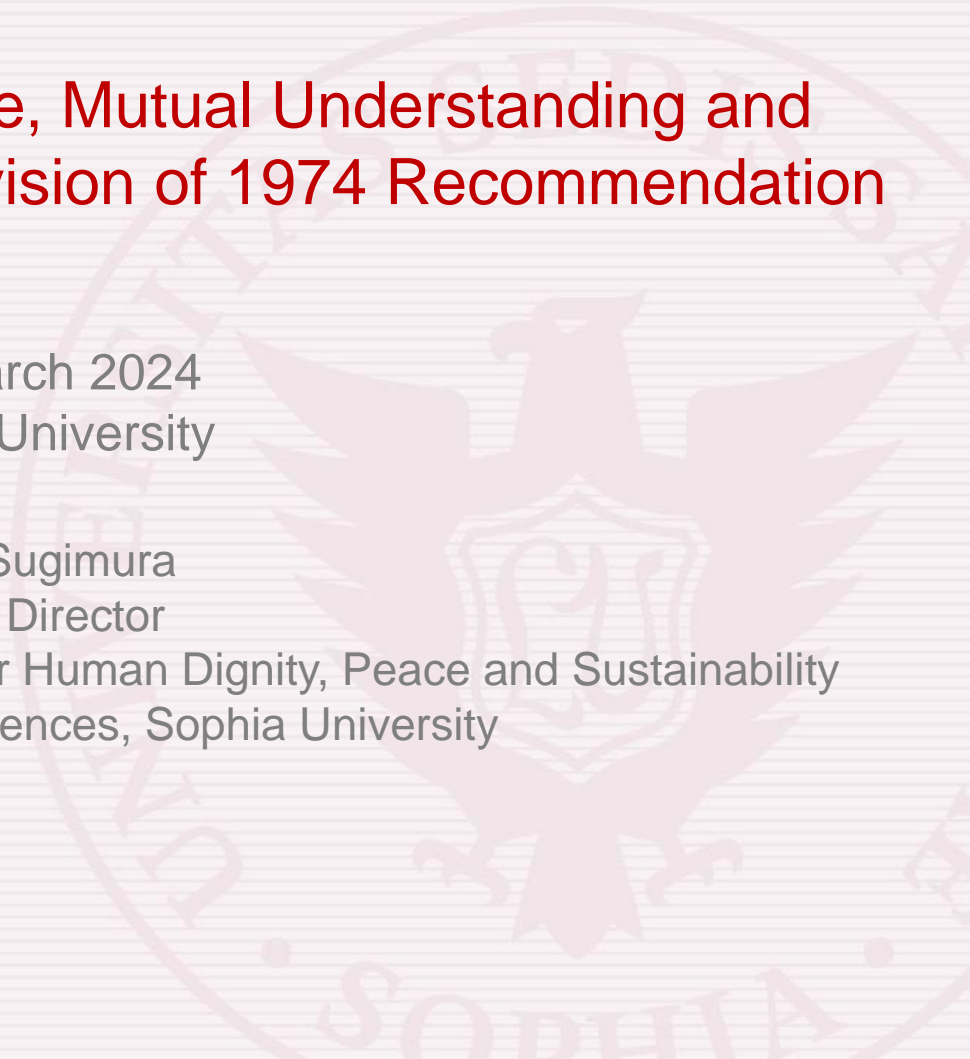
Outline

1. Features of the 1974 Recommendation

2. The Revision of the 1974 Recommendation

3. Future's Perspective: Possibility of implementation of the revised 1974 Recommendation

Education for culture of peace and international understanding and cooperation

✓Constitution of UNESCO(1945)
That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed

✓Preamble to the Universal Declaration of Human Rights(1948)

✓The 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)

➡revision process has been ongoing
based on Resolutions of the 41st session of the General Conference in 2021
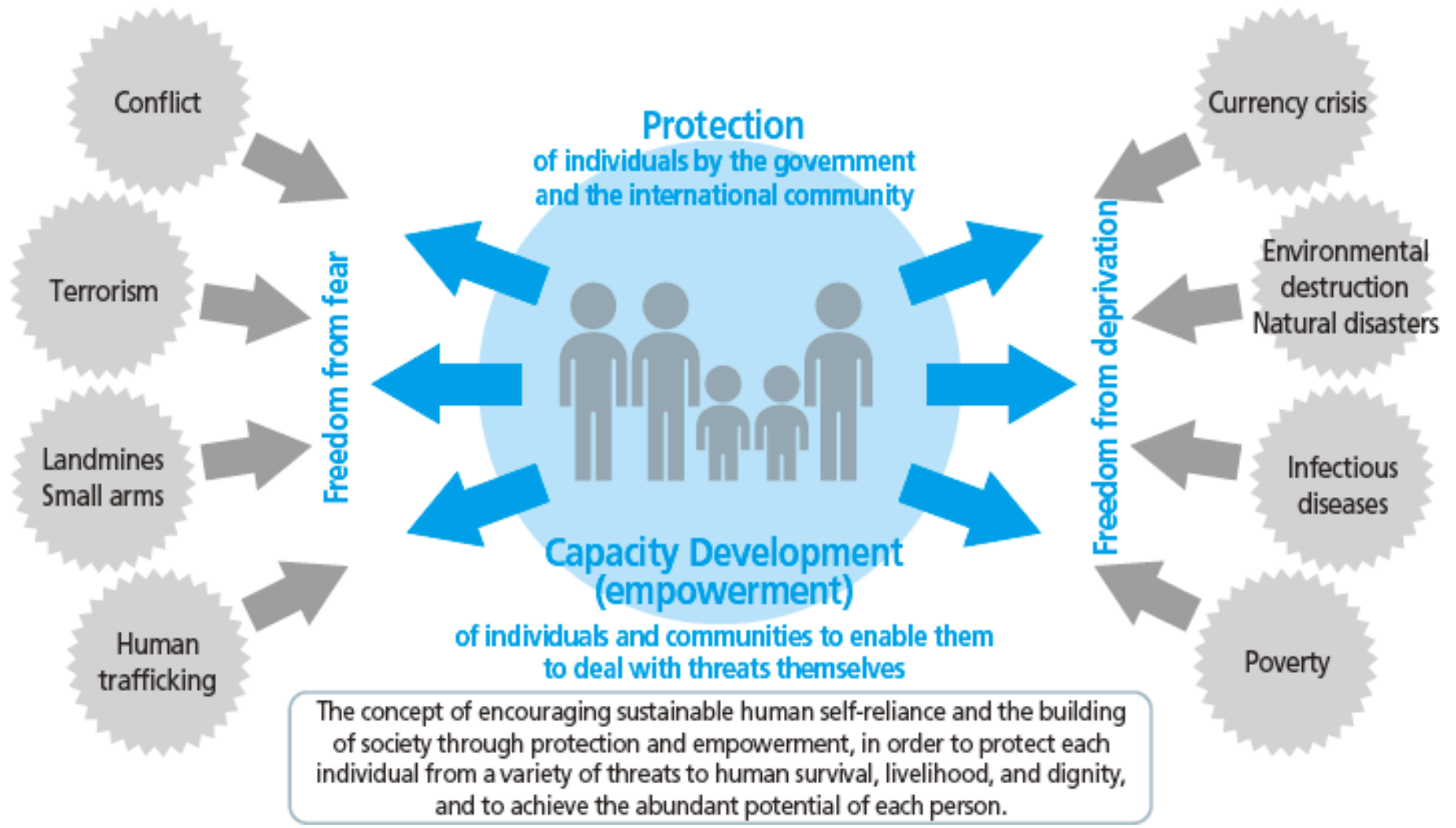
Features of 1974 Recommendation

- The first international document that brings together and articulates education's role in contributing to peace, international understanding, human rights, and fundamental freedoms.

- It suggests a line of action without imposing legal obligations.

- Education in the spirit of the 1974 Recommendation aims to build peaceful and just societies, eradicate poverty, promote gender equality, enhance health and well-being, combat climate change, and promote understanding between nations and peoples.

- By intertwining these themes, the Recommendation provides a holistic approach to education and aligns efforts across sectors and fields of expertise to address common challenges and drive positive change.

Reasons of Revision of the 1974 Recommendation

- While the Recommendation has been a progressive and driving force by establishing international principles and standards for governing education, and explaining <mark>how it should contribute to justice, freedom, and sustainable development, much has changed in the last 50 years that requires the document to be updated</mark>.

- The "struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred, and which are contrary to the purposes of this Recommendation" (Article 6) is relevant today though in different ways.

- <mark>Responding to new and persistent challenges and threats to human rights and international understanding</mark> requires new approaches to education. The legal landscape has transformed, too: the international community now has a more robust set of agreements and frameworks to promote peace and non-violence, which were absent in 1974. New research and data have also enriched the development of effective policies and monitoring of their impact.

Human Security

Conflict

Terrorism

Landmines
Small arms

Human
trafficking

Currency crisis

Environmental
destruction
Natural disasters

Infectious
diseases

Poverty

Freedom from fear

Freedom from deprivation

Protection
of individuals by the government
and the international community

**Capacity Development
(empowerment)**
of individuals and communities to enable them
to deal with threats themselves

The concept of encouraging sustainable human self-reliance and the building
of society through protection and empowerment, in order to protect each
individual from a variety of threats to human survival, livelihood, and dignity,
and to achieve the abundant potential of each person.

Process of Revision of the 1974 Recommendation

- For all these reasons, UNESCO's Member States decided to revise the 1974 Recommendation to take into account shifts in the global and educational landscape, in particular the requirements of the [2030 Agenda](#) and [Sustainable Development Goal (SDG) 4 on Education](#), with a view to firmly embed the role of education in fostering *Lifelong learning*

- The revision will also take into account the recent results of the Futures of Education Report: [Reimagining our futures together: a new social contract for education](#) that highlighted the need for a more relevant and forward-looking vision for teaching, learning and innovating.

- Iinspired by the results of the Transforming Education Summit

Concepts and Norms to be shared in SDGs Goal 4: Education and Target 4.7

- Ensure inclusive and equitable quality education and promote life-long learning opportunity for all.

Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Education 2030 Framework of Action

- Incheon Declaration and Framework of Action (2015) points out that "We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational leaving no one behind".
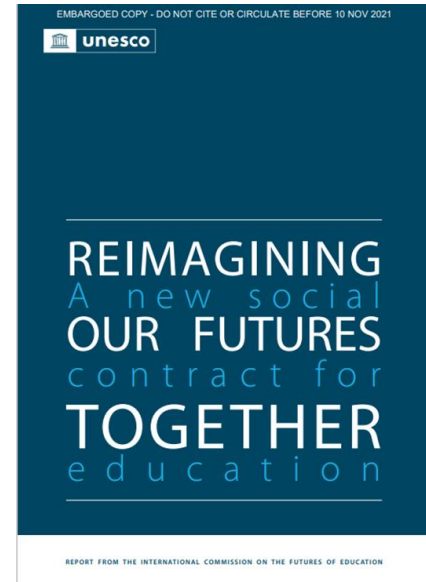
Roles of Education
—UNESCO（2021）International Commission on the *Futures of Education* Progress Update

Rethinking Education towards 2050

  ---The place of education in wider society:

      strengthening a common public education

  ---The organization and governance of education:

      building inclusive educational ecosystems

  ---The content and methods of teaching and learning:

      fostering knowledge co-construction and pedagogical communing

  ---New times for teachers

  ---Key roles for higher education

  ---The urgency of global solidarity and international cooperation

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REIMAGINING
A n e w s o c i a l
OUR FUTURES
c o n t r a c t f o r
TOGETHER
e d u c a t i o n

REPORT FROM THE INTERNATIONAL COMMISSION ON THE FUTURES OF EDUCATION

1)to play in strengthening the knowledge and educational common.
2)the role of universities in teacher education
3)decisive significance of universities in producing research and enabling the
   circulation of knowledge, which both supports educational policymaking
    and strengthens the school and pedagogical innovation.

"A Crisis in education affects us all"
From Vision Statement of the SG on Transforming Education Summit 2022

"Education is a fundamental human right".

"Throughout history, it has been a source of personal dignity and empowerment and a driving force for the advancement of social, economic, political, and cultural development".

"Yet today, beset by inequalities and struggling to adjust to the needs of the 21th century, education is in crisis".

"Education is the great enabler, but today, in may cases, it is also the great divider."

Transforming Education
—From Vision Statement of the SG on Transforming Education Summit 2022

To support learners in the four key areas

Learn to learn, Learn to live together, Learn to do, Learn to be

Transforming education system

1) Ensuring a learning environment that supports the development of all learners
2) Enabling teachers to transform themselves and become agents of change
3) Harnessing the digital revolution for the benefit of public education
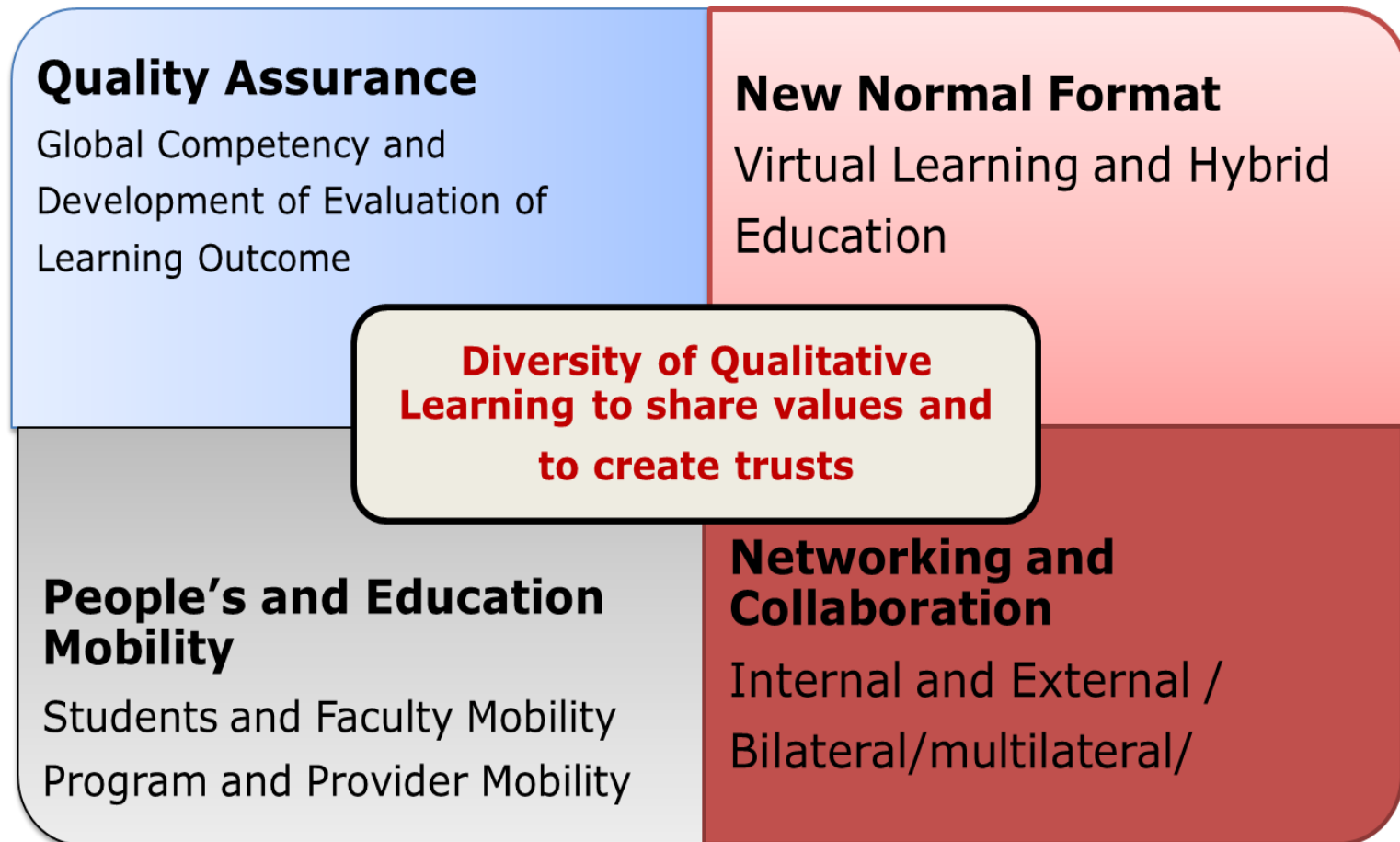4) Investing more, more equitably, and more efficiently in education

Highlights of the Revised Recommendation

- New understanding of peace
- Climate change and environmental sustainability
- Gender Equality
- Global Citizenship Education
- Education for Sustainable Development
- Media and information literacy skills
- Non-formal and Informal education

- The international community is equipped today with a solid array of normative instruments and technological tools to foster peace and non-violence, which didn't exist in 1974. We also have data and a rich body of research in education to develop sound policies and monitor their impact.

Elements for Transforming Education through Comparative Education and International Education

Quality Assurance
Global Competency and Development of Evaluation of Learning Outcome

New Normal Format
Virtual Learning and Hybrid Education

Diversity of Qualitative Learning to share values and to create trusts

People's and Education Mobility
Students and Faculty Mobility Program and Provider Mobility

Networking and Collaboration
Internal and External / Bilateral/multilateral/

Possibilities of Non-traditional learning

1. Providing learning opportunities to students with limited learning opportunities
2. Creation of new educational opportunities
3. Challenges created by collaborative learning by diverse learners with different cultural backgrounds to acquire multifaceted understanding and compound-eye thinking ability
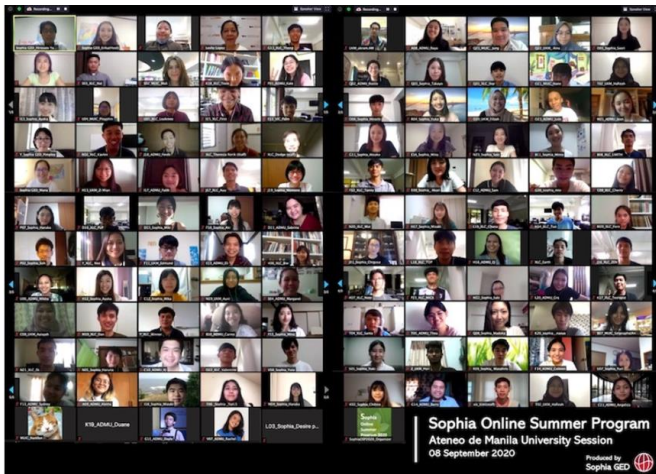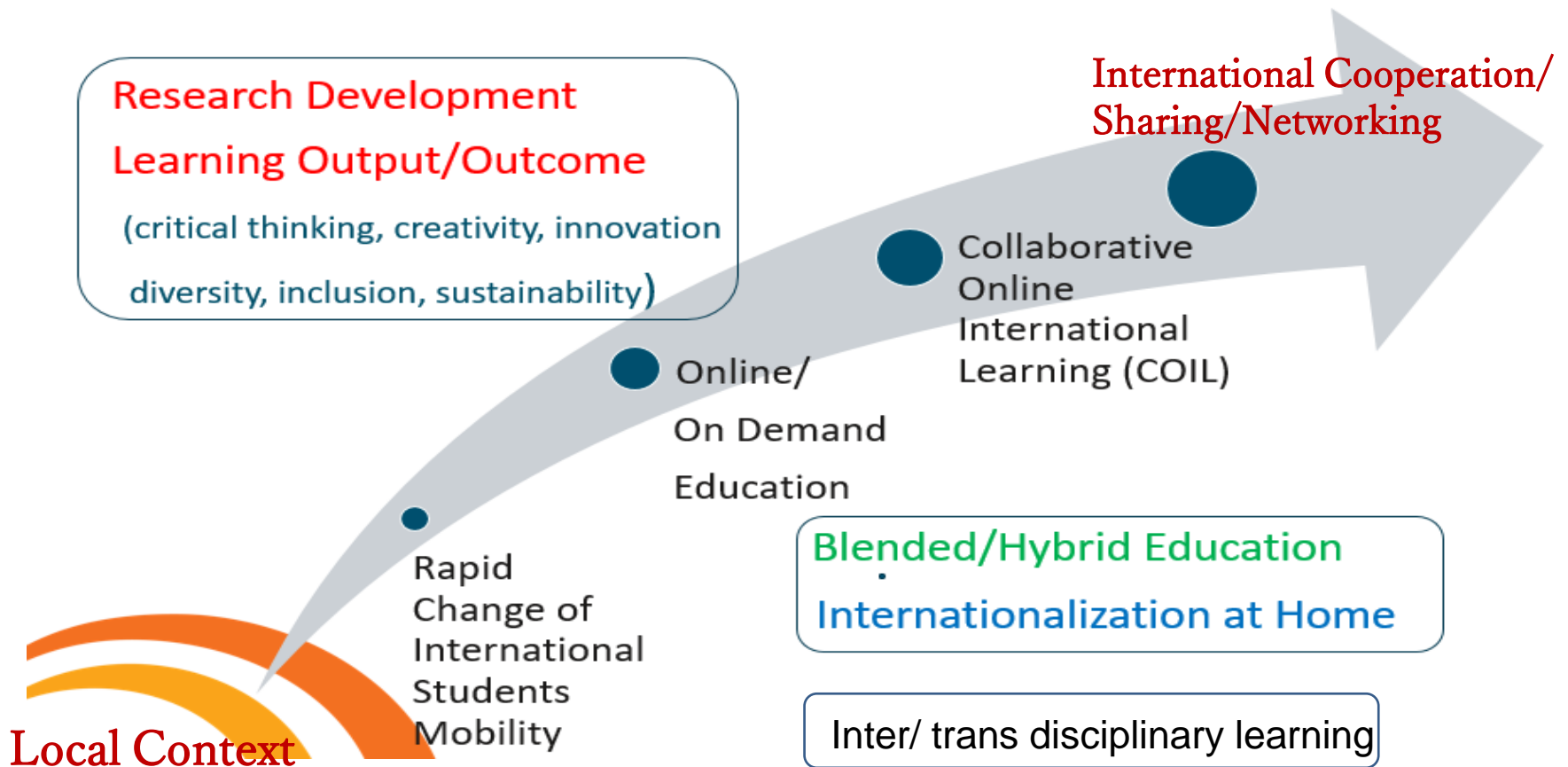
（ex1）"Learning with Southeast Asia: Creating Together Resilient and Sustainable Future Society" in cooperation with 5 universities

（ex2）Jesuit World Wide Learning Program delivery to developing countries including refugee camps

Flexible and Diversified Qualitative Learning in Education for Sustainable Development

Rethinking / Reshaping Internationalization

International Cooperation/ Sharing/Networking

Research Development

Learning Output/Outcome

(critical thinking, creativity, innovation diversity, inclusion, sustainability)

Collaborative Online International Learning (COIL)

Online/ On Demand Education

Blended/Hybrid Education

Internationalization at Home

Rapid Change of International Students Mobility

Local Context

Inter/ trans disciplinary learning

Functions of Education in the Era of Globalisation and Internationalisation

Miki Sugimura@Kyoto University PhD International Seminar

①Education for national integration and
    nation-building

  Ⅰ. national integration --national education
  Ⅱ. Diversification—multicultural education

②Education for human resource
    development through internationalization

Collaboration and Cooperation

③Education for nurturing global citizens
    through cross-border / multicultural education

International Dialogue

Education for International Understanding, Cooperation and Peace

Human Dignity and Peace of Culture

Human Security

International Cooperation

People's mobility

Equality and Equity in Diversity

Inclusive Society and Inclusion

Co-existence

Transnational/Cross-border Education

Cross-border development and international solidarity

Education for Sustainable Development

Global Citizenship Education

Roles of Comparative and International Education for Creating Inclusive and Equitable Education for Culture of Peace and Sustainable Futures

1. Analyze the characteristics and differences between education systems in various countries and regions

2. Clarify changes in regional, national and international frameworks and education

3. Interpret multi-faceted and relative concepts and norms considering different political, historical, social and cultural contexts

4. Rethink and reconstruct shared educational concepts and norms across local, national and international frameworks

Sophia Bringing the World Together

叡智が世界をつなぐ

上智大学
SOPHIA UNIVERSITY