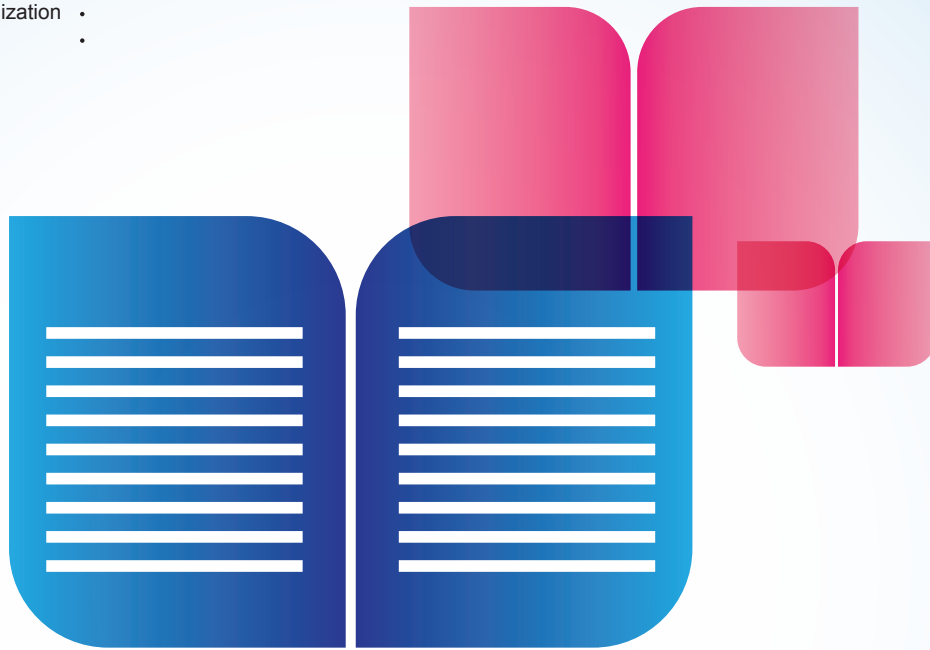




United Nations
Educational, Scientific and
Cultural Organization

**Education
Sector**



Textbooks
and Learning
Resources:

Guidelines
for Developers
and Users

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and Learning
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Guidelines
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and Users

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Abbreviations and Acronyms

ADEA	Association for the Development of Education in Africa
ALECSO	Arab League Educational, Cultural and Scientific Organization
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRC	Convention on the Rights of the Child
DFA	Dakar Framework for Action
EFA	Education for All
GEI	Georg Eckert Institute
GASERC	Gulf Arab States Educational Research Center
IARTEM	International Association for Research on Textbooks and Educational Media
IBE	International Bureau of Education
ICT	Information and Communication Technology
IEG	International Expert Group
IMT	Internal Monitoring Template
ISESCO	Islamic Educational, Scientific and Cultural Organization
MDGs	Millennium Development Goals
NGO	Non-Governmental Organization
OER	Open Educational Resource
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WB	The World Bank

Preface

The growing realization that world peace and sustainable development must be the heart of educational activities has inspired education systems to launch numerous initiatives, from the design of inclusive learning environments to the contents of the curriculum. The post-2015 agenda for education also re-affirms the enduring right of every human being to an education that meets basic learning needs. In our increasingly complex and globalized world, this means providing opportunities to continue learning throughout life. Such an education, in the words of the *Universal Declaration of Human Rights*, 'is directed toward the full development of the human personality' and 'promotes understanding, tolerance and friendship among all nations, racial and religious groups, and furthers the activities of the United Nations for the maintenance of peace'. The publication of the *UNESCO Guidelines for Enhancing Learning through Textbooks and Learning Materials* is a significant step forward in the movement toward realizing this vision in the context of present and future realities.

UN Secretary General Ban Ki-moon's *Global Education First Initiative*, launched in 2012 to help spark the final 'sprint' to 2015 and beyond, funnels these principles into three clear objectives: (1) put every child in school, (2) improve the quality of education, and (3) foster global citizenship. Together with the proposals set forth by the UNESCO EFA *Global Monitoring Report* team, *Education First* is intended to lay the groundwork for the post-2015 agenda based on a bold vision of education that is both relevant and transformative. The role of textbooks, digital media, and locally produced learning resources in realizing this vision is critical.

Having been crafted and endorsed by leading researchers and developers of educational materials, the 24 general recommendations offered on these pages form an interconnected set of pathways leading toward the same destination. Building upon previous recommendations urging authors and publishers to produce textbooks and teaching aids that are gender balanced and free from ethnic or religious stereotypes, these Guidelines address both producers and users as participants in the teaching and learning cycle. Recognizing that printed materials are now only one form of learning media, they also take into account the whole range of learning media, including textbooks, interactive software and open educational resources.

As a component of the new *UNESCO Toolkit on Revision and Adaptation of Curricula, School Textbooks and Other Learning Materials to Remove Cultural, Religious and Gender-biased Stereotypes*, these Guidelines offer concrete and practical advice to all those responsible for creating, selecting and using textbooks and learning resources. Once in action, the hope is that their impact will help sustain a coordinated and strengthened movement to broaden access, eliminate poverty, foster international and intercultural understanding, and enable learners to fully participate in creating a more peaceful and sustainable future.

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I. Introduction

Why were the Guidelines developed?

Browsing through a social studies textbook that the grandparents of today's students might have used, the reader is likely to be confronted with lengthy treatises interrupted only by an occasional line drawing, photograph or map; compare this with today's visually enticing, multi-modal learning 'packages' designed for a similar level, consisting of a variety of textual styles, visual cues and activities designed to engage readers in an interactive learning experience and the difference is immediately apparent. As teaching methods have evolved and technologies advanced, the role of textbooks in teaching and learning have undergone parallel changes. Along with the expanding concept of a 'textbook' as a learning medium capable of facilitating learning using more open, flexible formats, the agenda on textbook research and development also broadened in scope and function. The question of which messages such media convey now shares the platform with how well these messages are conveyed and, of equal importance, how effectively they enhance learning for the 21st century.

To keep pace with our changing times, the definition of the term, 'learning media' has also expanded to include a wide range of print, electronic and web-based educational resources in addition to traditional course textbooks and accompanying audio-visual materials. Authorship of today's learning media has also changed. Once more or less a role limited to subject area specialists, creators of learning media are now more often teams of writers, illustrators, designers and resource persons. Teachers and even learners are often invited to review manuscripts and otherwise contribute to the development process.

The wide acceptance of interactive, participatory approaches to learning and the proliferation of new information and communication technologies have been key motivators for UNESCO and its partners to broaden its research and standard-setting agenda in this field. However, the Organization's leadership in the area of textbook review and revision for the purpose of fostering international and intercultural understanding has not been diminished. Rather, UNESCO's original mandate has expanded in ways that allow these and other tools for learning to be scrutinized through the lenses of gender equality, diversity, inclusion and sustainable development at all levels and in all subject areas.

In a rapidly changing and increasingly complex world, we find that many of the recommendations and guidelines for improving yesterday's textbooks and other print media are no longer sufficient. Building upon its predecessors such as the *UNESCO Guidelines and Criteria for the Development, Evaluation and Revision of Textbooks and other Educational Materials in International Education* (1995), the present Guidelines offer suggestions for everyone involved with selecting, creating and using learning media of all kinds to translate both enduring principles and new ideas into practice. In doing so, these revised and updated Guidelines extend the previous work of UNESCO and its partners in practical ways that help countries meet the enormous challenges of providing quality education for all throughout life.

Who are they intended for?

The Guidelines are intended for everyone involved in the creation, improvement, and use of all kinds of learning media. Primary users are expected to be developers, including textbook authors, editors, illustrators, designers and publishers. The Guidelines are also intended to benefit developers of newer media, such as open educational resources, online courses, and audio-visual materials. Educational practitioners, including curriculum developers, teachers, as well as researchers, parents' associations and learners, may also be interested in using the Guidelines to help inform the development of quality criteria and other standard-setting instruments for textbook development and/or selection. Other potential users include research networks, professional associations, donors and non-governmental organizations, all of whom may have an active role in processes of textbook development and use.

As part of the comprehensive initiative on promoting cultural diversity, gender equality and inter-religious dialogue launched in 2012 by UNESCO in cooperation with the Kingdom of Saudi Arabia, the Guidelines and accompanying Action Plan were again reviewed in terms of their applicability to current, global issues. It was decided that this updated version would become an essential component of a comprehensive Toolkit that would address current issues of quality and access in a complete and systematic way, from policy to practice. In addition to the present Guidelines, the new *Toolkit on Revision and Adaptation of Curricula, School Textbooks and Other Learning Materials to Remove Cultural, Religious and Gender-biased Stereotypes* includes:

- *Textbooks and Learning Resources: A Global Framework for Policy Development*
- *UNESCO Guidebook on Textbook Research and Textbook Revision* (2nd revised and updated edition)
- *Promoting Gender Equality through Textbooks: A Methodological Guide*
- *Writing Quality Textbooks*
- *Annotated Textbook Development Selected Resources* (online version)

The revised and updated Guidelines are intended to complement and reinforce the other components of the Toolkit by offering a set of practical suggestions that can be applied in a wide variety of teaching and learning contexts in all parts of the world.

How can they best be applied?

The primary purpose of the Guidelines is to support the development and selection of effective, inclusive and innovative learning resources of all kinds in order to enhance the quality of education for all. Their main focus is on textbooks as a tool for facilitating teaching and learning processes that foster peace, equality and mutual understanding. However, they are not intended as a list of teaching objectives or evaluation criteria, as these are the domains of national and local education systems. Rather, the international Guidelines are intended to advance progress toward quality education by addressing issues common to all circumstances, at all levels, using a wide variety of communication tools. They are not meant to be imposed verbatim on policies and systems, but used as a basis for initial discussions and/or as prototypes for developing criteria and standards in the spirit of international cooperation, universally shared values, and peace building.

II. The Development Process

Background

Inasmuch as “good” textbooks have the potential to enrich the lives of learners and bring about positive change, “bad” textbooks are capable of doing significant harm. Despite the noblest of intentions, overloaded and poorly sequenced textbooks can confuse and alienate learners. Conversely, textbooks may be pedagogically sound but intentionally designed to misinform, reinforce prejudices, and predispose learners to negative stereotyping. In its long history of programmes and publications dedicated to raising the standard of textbooks and learning materials used in schools and educational settings around the world, UNESCO has produced numerous handbooks and sets of guidelines, each relevant to its time and circumstances. Each reflects the spirit and challenges of the times, but all have been dedicated to removing sources of misunderstanding, both explicit and more subtle, which have been perceived to fuel prejudice, discrimination and, ultimately, violent conflict.


International cooperation on textbook revision to rid materials of negative stereotypes and distorted views of the ‘other’¹ in the context of post-war Europe have often been credited with making an important contribution to developing cultures of peace, human rights and democracy. Similarly, bilateral and multilateral research and revision efforts across the globe, particularly in East Asia, have sought to establish common frameworks for incorporating principles and promoting learning for social change and peaceful coexistence.

Steps in development

In view of the sometimes turbulent history resulting from religious and cultural misunderstanding between the peoples of Europe and the Arab States, UNESCO launched an activity in 2007 as part of its Cooperation Programme with ISESCO (the Islamic Educational, Scientific and Cultural Organization) with the aim of promoting peace and mutual respect through curricula, textbooks and learning materials. The first inter-regional experts’ meeting, ‘Thinking and Building Peace through Innovative Textbook Design’² was held in Paris to agree on fundamental themes and to map out a development process. In 2008, a follow-up workshop was convened in Doha to draft the guidelines in the framework of the UNESCO-ISESCO programme following the recommendations of the Paris meeting. It was agreed that this draft would be circulated first among the experts who participated in Paris meeting – including representatives of ISESCO, the French National Commission to UNESCO, the Moroccan National Commission to UNESCO, the Georg Eckert Institute (GEI), the European Association of History Teachers (Euroclio), and the International Association for Research on Textbooks and Educational Media (IARTEM). The comments and suggestions from this group were combined with those from UNESCO colleagues at Headquarters and the field network, National Commissions to UNESCO and partner organizations such as the

1 For the historical background on the work of the League of Nations and UNESCO on textbook revision, see Pingel (1999), *UNESCO Guidebook on Textbook Research and Textbook Revision*, pp. 6-7.

2 For a full report, see ‘Thinking and Building Peace through Innovative Textbook Design’ (2007) <http://unesdoc.unesco.org/images/0016/001612/161254a.pdf>



Council of Europe and the Association for Educational Development in Africa (ADEA). An Editorial Advisory Group, consisting of participants selected from the two preparatory meetings was established to integrate the feedback and guide the finalization process.

The revised (2nd draft) Guidelines were then presented at a third meeting in Cairo ('Guidelines for Enhancing Quality Education through Textbooks and Learning Media – 21-23 June, 2009). This group included experts from the READ Educational Trust (South Africa) and the Association for the Development of Education in Africa (ADEA), thereby extending the reach of the activity beyond its original inter-regional scope. The expanded experts' group was charged with reviewing the Doha Guidelines and developing an 'Action Plan' for their dissemination, implementation and evaluation (see appendix A, p. 19 of this document).

Relevance to present and future priorities for education

In support of UNESCO's priorities for education,³ and in line with the key principles identified in the revised policy document for textbooks and learning resources,⁴ the Guidelines are intended to help meet specific challenges identified in the post-2015 agenda.⁵ If these efforts are to succeed, radical changes must be made in the structuring, content, and delivery methods of learning media in support of a broadened concept of education as a transformative process that continues throughout life.

The development and use of level-appropriate, culturally relevant and pedagogically sound learning materials in languages and formats that facilitate quality learning is fundamental to accelerating progress toward these goals as well as to addressing the post-2015 education agenda. On the basis of lessons learned from EFA, the UN Secretary-General's *Global Education First Initiative*⁶ has proclaimed its intention to renew and invigorate international commitments to (1) put every child in school, (2) improve the quality of learning, and (3) foster global citizenship.

The revised and updated Guidelines are offered in direct and vital support of these renewed efforts, in particular to goals (2) and (3) of the *Global Education First Initiative*, while remaining relevant to all of UNESCO's previous commitments and priorities.

3 See *Textbooks and Learning Resources: A Global Framework for Policy Development* (2013), pp. 9-10

4 *Ibid*, p 7

5 *Ibid*, pp. 25-26

6 See <http://www.globaleducationfirst.org/>

III. Guidelines for Enhancing Learning through Textbooks and Learning Resources

Organizing principles

At all stages of the drafting and reviewing process, participants endeavoured to keep the language of the 24 Guidelines clear, practical and functional. During the planning process, it was decided that these statements would be organized under three key principles, each of which directly responds to UNESCO's priorities for building peace and promoting sustainable development. In terms of their potential to enhance quality learning in support of these priorities, the three principles may be summarized as follows:

Textbooks and learning resources should serve to:

- *enhance the quality of education for all learners ;*
- *promote values, attitudes and skills for learning to live together ;*
- *enable learners to think and build peace internationally.*

These naturally overlapping principles form the conceptual base of an integrated approach that both re-affirms and builds upon UNESCO's traditional leadership role in supporting the provision of textbooks and learning resources of good quality. It is hoped that revitalized action based on these revised and updated Guidelines will accelerate progress toward and beyond (post-2015) the Millennium Development and EFA goals as well as to fulfill the fundamental right of every human being to quality education.

PRINCIPLE 1: ENHANCE THE QUALITY OF EDUCATION FOR ALL LEARNERS

In order to enhance the quality of education for all, textbooks and learning resources should:

- (1) facilitate learning that is relevant to the needs and aspirations of learners and supports curriculum outcomes;
- (2) encourage teachers or facilitators as well as students to focus on general concepts and how to apply them to local contexts, taking into account the needs and interests of their own communities;
- (3) take the developmental levels of learners, text readability and the scope and sequence of educational concepts into account while facilitating learning processes;⁷
- (4) allow for differentiation of content and presentation formats to meet different learners' needs and abilities, their diverse learning styles, languages, cultural backgrounds, and interests;

⁷ Beginning with motivating students, acquiring new information, reinforcing concepts, applying them in real life, and assessing progress toward learning goals.

- (5) provide multiple opportunities and support for learners to engage with current events, new discoveries and their own experiences⁸ as compelling means of achieving their educational goals and building their capacities to continue learning throughout life;
- (6) evoke learner-centred, participatory and action-oriented teaching and learning practices that foster creativity, encourage learners to think critically and lead to higher order thinking skills in every subject area;
- (7) include suggestions on how to show the inter-relatedness of different content areas, to locate cross-curricular themes and how to integrate other learning resources⁹ into teaching and learning processes;
- (8) be revised and updated frequently so that they reflect the changing contexts we live in at local, national, regional and international levels.

PRINCIPLE 2: PROMOTE VALUES, ATTITUDES AND SKILLS FOR LEARNING TO LIVE TOGETHER

In order to become more effective, tools for learning to live together, textbooks and learning resources should:

- (1) promote values, skills and attitudes that foster sustainable peace by cultivating fairness and mutual respect, equality, and living in harmony with the environment;
- (2) integrate cooperative learning and other peace building activities into teaching and learning across the curriculum in a systematic and constructive way;
- (3) present a realistic, balanced and respectful representation of different social, cultural and religious groups, especially those who are systematically under- or misrepresented and stereotyped in textbooks and learning resources; in particular, girls and women, persons with disabilities and members of marginalized minorities;¹⁰
- (4) draw on positive examples of how diverse social, ethnic and cultural groups manage (and have managed) to live together harmoniously in mutually beneficial ways;¹¹
- (5) focus on cultural, social and religious values¹² that support peaceful coexistence and avoid drawing undue attention to differences which could lead to tension and reinforcement of negative stereotypes;
- (6) include suggestions for managing discussions and resolving conflict on contentious issues¹³ that may create anger, envy or hatred within the classroom and community;
- (7) include or suggest ways of incorporating local and traditional arts and pedagogies (such as story-telling, games, music and theatre) in ways that facilitate reflective discussions leading to the acquisition of values, skills and attitudes for learning to live together;
- (8) contribute toward learners' understanding of the construction of personal and cultural identities as fluid, shifting, contextualized and multiple, thus raising awareness on ways of putting issues or conflicts that arise in their daily lives into broader perspective.

8 For example, by supplementing traditional textbooks with local materials made by teachers or facilitators with the participation of learners and designed to respond more closely to the conditions, needs and aspirations of the learning community.

9 Including electronic media and open educational resources (OERs).

10 Including ethnic and racial minorities, indigenous peoples, nomadic communities, Roma populations and other socially and/or economically marginalized groups.

11 Without neglecting due attention to the causes, narratives and outcomes of conflict (past and present)

12 Such as social solidarity, goodness, honesty, cooperation, sacrifice, respect for the rights, beliefs and cultural identities of others.

13 Use, for example, tools such as the "roadmap to diversity", dramatic performances, and drawings or photographs to introduce controversial subjects.

PRINCIPLE 3: ENABLE LEARNERS TO REFLECT, THINK AND BUILD PEACE INTERNATIONALLY

In order to promote peace building internationally, textbooks and learning resources should:

- (1) increase awareness of and response to international agreements and commitments¹⁴ to human rights¹⁵, gender equality, cultural diversity and protection of the environment;
- (2) foster respect for diversity and appreciation for the contributions of different civilizations and cultures¹⁶ to humankind by presenting content from a wide range of cultures and nations in ways that value social and cultural differences, facilitate positive views of the 'other' and encourage intercultural dialogue;
- (3) enable learners to develop a critical understanding of major concepts of human identity (such as 'clan', 'tribe', 'province', 'nation'¹⁷, 'race', 'ethnicity', and 'community') in an increasingly globalized world;
- (4) develop learners' historical consciousness and thought processes with the aim of acknowledging, inquiring and evaluating different historical narratives and perspectives on global issues and events;
- (5) promote international understanding by placing local and national perspectives into the wider global context; for example, by presenting multiple views on single events or facts as well as examples of how one's own country and culture is seen through the eyes of others;¹⁸
- (6) encourage a comparative approach to the teaching of religions, with an emphasis on interaction and inter-relatedness of the world's religious and philosophical traditions across time and space;
- (7) incorporate plans for activities that explore the causes and consequences of conflict or war in ways that promote attitudes and skills for conflict prevention, peace building and global citizenship in and out of the classroom;¹⁹
- (8) provide teachers and facilitators with tools to build learners' capacities for research, critical thinking, innovation, media literacy, and creativity as well as for using technology in ways that enable learners to cope effectively with the impact of globalization on their daily lives.

14 See Section II of this document, 'The Normative Framework' (pp. 6-7) for a listing of these agreements and commitments.

15 Including the rights of women, children, indigenous peoples, minorities and persons with disabilities.

16 Such as the contributions of Islamic scholars and inventors to Western civilizations, the traditional knowledge of indigenous peoples in environmental protection and sustainability, and the scientific inventions in China, e.g., paper, wheelbarrow and the compass.

17 For example, by avoiding the use of maps that give the impression of invariable borders, ethnic territories, etc.

18 For example, from the perspective of neighbouring countries, traditional enemies or rival countries, diasporas, and the international community.

19 Such as engaging in oral history projects with recently arrived immigrant groups, participating in long distance school partnership activities and contests, and engaging in discussions of ethnic stereotyping found in mass media.

IV. Additional Considerations

In addition to their work in drafting the 24 Guidelines, which were subsequently reviewed by an expanded group of experts, participants in the 2008 workshop in Doha offered the following observations. Based on their consensus that textbooks and other media are but one ingredient in successful learning events and systems, these considerations should also be taken into account in guiding regional, national and local policies for development, distribution and use.


A. Considerations for promoting the effective use of textbooks and learning resources

- (1) training (of teachers and facilitators) on the role of these resources in the teaching-learning process;
- (2) direct messaging to users of open educational resources providing guidelines and suggestions on their effective use as tools for learning;
- (3) availability of samples for evaluation and selection of resources for accessing a full range of materials well before the adoption date;
- (4) ongoing professional development, including sharing good practices through blogs and social networking sites, of teachers' and facilitators' skills to enable them to make maximum use of available resources;
- (5) opportunities for teachers, learners and communities to contribute to the evaluation of existing materials as well as to textbook improvement processes;
- (6) research-based and research-validated development of learning resources in which teachers and facilitators are supported in piloting and providing feedback;
- (7) production and wide dissemination of learning and reading materials²⁰ through new technologies which could offer a host of supports, especially for global citizenship and critical thinking, if well and carefully used;
- (8) valid and practical tools (templates) for evaluating the quality of textbooks and learning materials by teachers, learners, parents, managers and other members of a learning community;
- (9) establishment of independent 'learning media laboratories' within academic institutions for analyzing, pilot testing and assessing new textbooks and other learning resources.

B. Considerations in the production, selection and equitable distribution of textbooks and learning resources

- (1) in the development and adoption of new materials, clear connection to the philosophy, objectives, content, methodology and evaluation of the curriculum;

²⁰ For example, through the Massachusetts Institute of Technology OpenCourseWare site at www.ocw.mit.edu or the multilingual International Children's Library at www.en.childrenslibrary.org.

- 
- (2) availability of all resources in a language or languages comprehensible to learners;
 - (3) production of appropriate quantities of resources using Braille, augmentative and alternative modes, means and formats of communication directed to the needs of learners with disabilities;
 - (4) suitability and quality of layout, font, illustrations and graphics, level-appropriate balance between visuals and text;
 - (5) timeline allocated for course delivery in relation to quantity and quality;
 - (6) avoidance of redundancy and repetition; allowance of freedom and creativity for learners and teachers or facilitators;
 - (7) for print media, quality of pre-press and printing operations;
 - (8) for electronic media, quality of non-print communication channels (audio, graphics, video, animation);
 - (9) for web resources, ease of access and navigation;
 - (10) production and distribution in ways which ensure a low cost and therefore wide accessibility across the social spectrum within and between countries.

C. Considerations for capacity building activities

- (1) develop the capacity of textbook producers to create inclusive materials that enhance learning, promote values, attitudes and skills for learning to live together, and enable learners to think and build peace internationally;
- (2) support the formation of authoring and evaluation teams consisting of curriculum and learning methodology specialists, content experts (e.g. philosophers, historians, linguists, etc.), multimedia and web developers, researchers, illustrators, graphic designers, editors, teachers and learners;
- (3) implement technical training of teachers and adult educators to develop and use high quality open educational resources, electronic media and locally produced supplementary materials to enhance differentiated learning and reinforce level-appropriate skill building.

Appendix A: Recommended Action Plan

Background

The Action Plan for dissemination, implementation, monitoring and evaluation of the Guidelines presented below is based on the original draft produced by the international experts' group in Cairo (June, 2009). In its present form, the revised and updated Action Plan also reflects considerations raised at the policy meeting held in Paris in September 2012, in the framework of a new initiative on curricula and textbooks funded by the Kingdom of Saudi Arabia.²¹

Components

The first three parts of the recommended Action Plan provide practical recommendations for: (i) dissemination, (ii) implementation and (iii) monitoring and updating of the Guidelines. The final section proposes plans for future orientation and regional adaptations, respectively.

1. DISSEMINATION

The Guidelines should first be translated from English into French and Arabic for immediate dissemination and use in Europe and North America, the Arab States, and Sub-Saharan Africa. In the future, dissemination should be extended to all regions, with priority to areas engaged in or recovering from conflict. Following their initial translation into French and Arabic, the Guidelines should also be made available in the other three official languages of the United Nations (Chinese, Russian, and Spanish) followed by additional languages in regions and sub-regions of anticipated use and expressed interest by UNESCO National Commissions and Ministries of Education.

All translations should be made available in both printed and downloadable on-line formats available through UNESDOC. Print runs (i.e. numbers of copies printed) are to be agreed upon in coordination with UNESCO regional and field offices. UNESCO HQ will send the standard agreed layout for the Guidelines to all other institutions and regional groups.

Within regional, sub-regional and national contexts, recipients of the published Guidelines should include:

- governmental authorities (policy makers, ministries of education, curriculum and textbook centres);
- academic research institutes, professional associations and networks;
- teacher training institutions and teacher educators (pre-service and in-service);
- producers (publishers, authors, editors, book designers);

²¹ UNESCO-Saudi Arabia project to develop a comprehensive Toolkit on the revision and adaptation of curricula, school textbooks and other learning materials to remove cultural, religious and gender based stereotypes, of which this document is a component

- non-governmental associations producing and using learning resources;
- educational media developers (including distance learning and OER developers);
- parents' associations (where these exist and can be accessed).

The launch and dissemination of the Guidelines (and of the entire Toolkit) should be widely publicized both globally and locally through press releases, online announcements and other available channels, such as conferences and book fairs. In this regard, UNESCO, ISESCO and ALECSO as well as key partners (GEI, IARTEM, ADEA) should be invited to act as channels for dissemination by mobilizing their international networks.

In addition, the members of the expert group from each region have a key role to play in driving the process forward by generating networks where these do not currently exist. For example, existing networks could be expanded to reach a wider group of potential users or sub-groups established where necessary and possible.

Following their initial dissemination in English, French and Arabic, printing of the Guidelines should be undertaken locally wherever such capacities exist. The local institutions responsible for printing should also be responsible for storage, in coordination with UNESCO Regional and Field Offices. Specific dissemination and financing strategies will be developed in coordination with the network of field offices and their local partners.

2. IMPLEMENTATION

There should be only one current version of *Textbooks and Learning Resources: Guidelines for Developers and Users*; however, regional, subregional, national and local adaptations can and should be generated in coordination with UNESCO field offices. The expectation is that these will serve as a launch pad for collecting and sharing examples of good practice via a platform created and managed by UNESCO.²² Examples could be clustered according to user groups (for example, textbook authors, curriculum specialists, producers of electronic media, teachers, and parents' groups), as both external and internal networking is crucial to implementation; regional groups will need to have a budget for such activities. A budgeted implementation strategy should be put forward by UNESCO in support of networking at regional and national level, both online and face-to-face; for example, as a component of regional experts' meetings, blogs, and/or online discussion groups.

3. MONITORING AND UPDATING

Monitoring is an essential part of the implementation process, and should be divided into two strategic strands, namely (i) internal monitoring and (ii) research activities. The objective of the internal monitoring is to evaluate, on an ongoing basis, the dissemination and implementation process (input evaluation). The aim of the research project, on the other hand, is to measure the impact of the Guidelines after implementation, against pre-established indicators.

Internal monitoring should require data to be collected by the regional experts' groups on actions undertaken, distribution outcomes and responses of receivers. To this end, we propose that UNESCO/ISESCO, in collaboration with GEI, IARTEM, and ADEA, develop a draft for an Internal Monitoring Template (IMT) to be circulated electronically (in English, French and Arabic) following initial dissemination of the Guidelines in those three languages. Bi-annual reports about activities, based on this data, should then be produced, forwarded to

²² Updated platforms and expanded communications channels for accessing research findings, resources, good practices and innovative solutions are among the modes of operation proposed in the UNESCO updated and revised textbook policy document, *Learning Across Boundaries* (2013), p. 25.

UNESCO HQ, distributed to the five regions defined by UNESCO, and discussed at follow-up meetings of the International Expert Group.

External research should also be undertaken periodically by an international research group comprised of researchers from each region in which the Guidelines are being used. The core mandate of such a group would be to analyze data gathered from regional implementation processes, develop parameters and indicators for the research, and discuss the further revision of the Guidelines in keeping with evolving developments and technical innovations. Over time, they may also be tasked with developing new research designs and tools for gathering, analyzing and sharing the results. It has been suggested that the core members of such a group could seek joint funding for this activity from the UNESCO Participation Programme through their UNESCO National Commissions.

4. REPORTING AND FUTURE PLANNING

Reporting and future planning resulting in updating or expansion of the Guidelines are essential to maintaining their relevance and currency, as new educational priorities, commitments, needs and technologies all continue to evolve. Both internal monitoring and external research reports should be submitted to the UNESCO International Expert Group (IEG), who will proceed to make further recommendations to UNESCO in this regard. Following initial dissemination of the Guidelines, meetings of the IEG will need to focus on impact, in terms of how widely the Guidelines have been used, and how users have responded to them. In addition, the IEG will be responsible for developing ways to evaluate and improve their effectiveness and efficiency, particularly in terms of the influence they have had on teaching and learning

5. OPEN ONLINE RESOURCE

The development of an open online resource coordinated by UNESCO to accompany the online version of the Guidelines is recommended. Its main purpose would be to facilitate active involvement by three main groups of users: authors, teachers, and publishers. This resource would provide news, links to new publications, good practices, podcasts, conferences, etc. as well as provide space for sharing of ideas, activities and examples of good practice to help users at all levels implement the Guidelines and contribute to their ongoing improvement in response to changing events and new technological innovations.

Appendix B: International Declarations, Conventions and Recommendations Relevant to Textbooks and Learning Resources

Since the founding of the United Nations in 1945, several declarations, conventions and recommendations have made either indirect or direct reference to textbooks and learning resources. By proclaiming that education should ‘promote understanding, tolerance and friendship among all nations, racial or religious groups’, the *Universal Declaration of Human Rights* (1948) indirectly instructs authors of textbooks and learning resources to ensure that their products play a central role in ‘furthering the activities of the United Nations for the maintenance of peace’ (Article 26.2). Successive references to learning materials embedded in such instruments as the *UN Convention on the Elimination of All Forms of Discrimination Against Women* (1981), the *UN Convention on the Rights of the Child* (1990) and the *UN Convention on the Rights of Persons with Disabilities* (2006) address both quality and access. As a whole, these cornerstones of the normative framework establish the right of learners to culturally relevant, accessible learning media, both print and non-print, that promote diversity and are free from stereotyping and discrimination of any kind. As such, they have served to inspire and guide UNESCO’s past and present initiatives in textbook research, review and revision.

Additionally, the *World Declaration on Education for All* (1990) and the *Dakar Framework for Action* (2000) have been instrumental in shaping UNESCO’s activities in regard to the provision of quality textbooks and learning resources, in support of Education for All and Millennium Development Goals. For example, global and regional strategies outlined in Dakar for achieving EFA Goal #6, the ‘quality goal’²³ make frequent reference to the necessity of providing a plentiful supply of affordable textbooks and teaching aids that meet learners’ needs and enrich their lives.

Year Adopted	Sections Relevant to Textbooks and Learning Resources
1948	<p>Universal Declaration of Human Rights (UDHR)</p> <p>(Article 26.2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.</p>
1974	<p>UNESCO Recommendation on Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms</p> <p>38 (a) Appropriate and constructive use should be made of the entire range of equipment and aids available; from textbooks to television, and of the new educational technology.</p> <p>39 Member States should promote appropriate measures to ensure that educational aids, especially textbooks, should be free from elements liable to give rise to misunderstanding, mistrust, racialist reactions, contempt or hatred with regard to other groups or peoples. Materials should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.</p>

23 ‘Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.’

Year Adopted	Sections Relevant to Textbooks and Learning Resources
1981	<p>UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</p> <p>Article 10 (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods.</p>
1990	<p>UN Convention on the Rights of the Child (CRC)</p> <p>(Article 28.3) States Parties shall promote and encourage international cooperation in matters relating to education with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.</p>
1992	<p>UNESCO Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities</p> <p>(Article 4.2) States shall take appropriate measures so that, wherever possible, persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue.</p> <p>(Article 4.3) States should, where appropriate, take measures in the field of education, in order to encourage knowledge of the history, traditions, language and culture of the minorities existing within their territory. Persons belonging to minorities should have adequate opportunities to gain knowledge of their society as a whole.</p>
2005	<p>UNESCO Convention on the Protection and Promotion of Diversity of Cultural Expressions</p> <p>Article 12 – Promotion of International Cooperation</p> <p>Parties shall endeavour to strengthen their bilateral regional and international cooperation for the creation of conditions conducive to the promotion of the diversity of cultural expressions, notably to:</p> <p>(12.d) promote the use of new technologies, encourage partnerships to enhance information sharing and cultural understanding, and foster the diversity of cultural expressions.</p>
2006	<p>UN Convention on the Rights of Persons with Disabilities</p> <p>(Article 24.3) States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:</p> <p>(3.a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring.</p>
2007	<p>UNESCO Declaration on the Rights of Indigenous Peoples</p> <p>(Article 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>

Appendix C: Glossary of Terms

cultural capital	Accumulated scientific, economic and cultural knowledge of a society which has both internal and external value
cultural diversity	Refers to the manifold ways in which the cultures of groups and societies find expression. These expressions are passed on within and among groups and societies. (UNESCO Convention on the Protection and Promotion of Cultural Expressions)
curriculum	Systematic and intentional articulation of knowledge, skills, values and attitudes in the context of learning experiences and opportunities in both formal and non-formal education (UNESCO IBE)
educational materials	Frequently used synonymously with 'learning materials' and learning resources; however, generally refers more narrowly to print materials (workbooks, posters, visual aids, etc.) used to supplement traditional textbooks.
educational media	Inclusive term for all types of media, print and nonprint, used to support learning in all contexts. See 'learning resources'.
Euro-Arab dialogue	Initiative launched in 2001 by the Tunisian and German National Commissions to UNESCO for the purpose of promoting the principles of learning to live together in today's challenging world.
evaluation	Assessment of the overall effectiveness of a learning programme or activity in relation to its intended aims and objectives.
gender equality	Equal opportunities for men and women in the realization of their full human rights, and equal participation in all spheres of public and private life.
inclusion	Educational policy based on the right of all learners to a quality education that meets basic learning needs and enriches lives.
interactive	Describes learning methods, materials and resources that invite active participation and facilitate constructive learning.
learning media	Any type of media or resource (including new and social media) used as a means of facilitating learning, either through individual access or in support of a curriculum
learning resource	Any form of media intended specifically to support learning, including textual materials, objects, models, electronic media and supplementary reading materials

monitoring	Evidence-based tracking of progress for the purpose of enabling implementers to make informed decisions and plan next steps
open educational resources	Teaching and learning opportunities that are freely available online for everyone to use. OERs include digital media, games, simulations, classroom activities and downloadable textbooks.
sustainable development	Development model that focuses on the preservation of the natural environment and the meaningful use of resources for the benefit of present and future generations
textbook	Learning resource that pulls together the content of learning intended for a specific level and learning area in a systematic way in support of a curriculum. Traditional textbooks are printed, bound and distributed for use as the main resource for teaching and learning in the majority of the world's educational systems



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