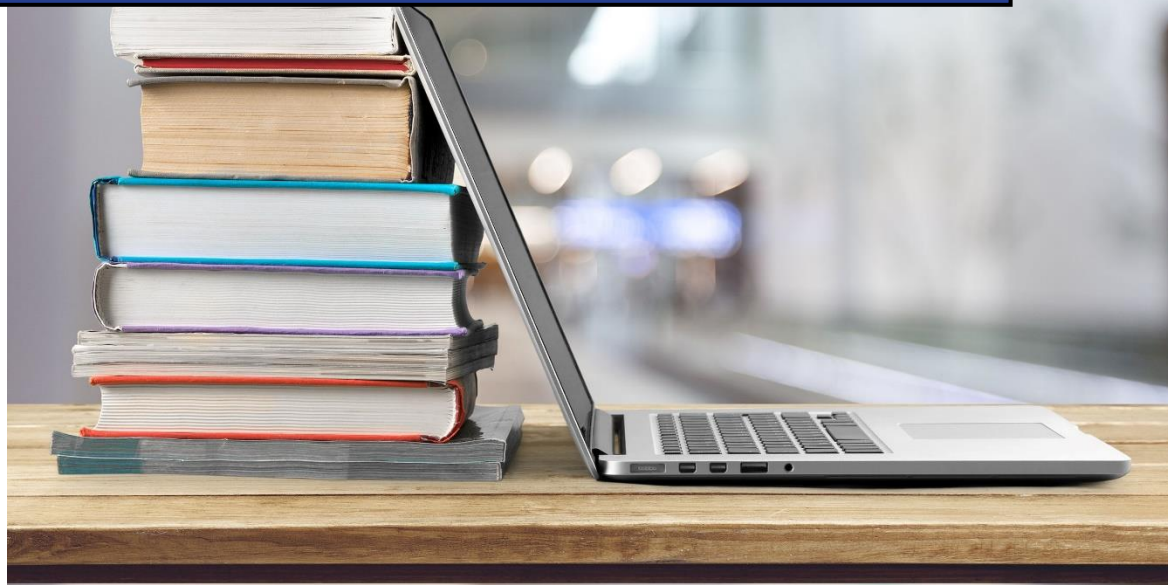


GWJ Resolutions Committee
GWJ VP Advocacy and Education
GWJ 2020

Diversity in Teacher Education as a Positive Contribution to an Equitable Education



2019 Policy Resolution 1

- ✓ GWI Policy Position 2019
- ✓ Policy Resolution 2019

GWJ Strategic Advocacy Plan 2020

Resources and prior resolutions

Associated UN documents

GWJ Strategic Advocacy Toolkit 2020



POLICY POSITION RESOLUTION 1 2019

DIVERSITY IN TEACHER EDUCATION AS A POSITIVE CONTRIBUTION TO AN EQUITABLE EDUCATION

GW Resolutions Committee

The Issue

Although we live in an increasingly multi-ethnic society, this is not necessarily reflected in the populations of all schools or within particular departments within schools.

Research shows that having diverse voices in the classroom improves the education of all children; not only is this of benefit to the individual, but also to community relationships. In particular it has been shown that the relationship between child and teacher is vitally important to learning, and that this is enhanced by commonality in backgrounds.

Diversity in all roles encourages understanding and empathy and should not be dismissed or undervalued; rather, it needs to be encouraged throughout the teaching body worldwide. Two key pieces of knowledge have arisen from research in the area: When teachers are from a different background to the children, there can be ignorance due to differing cultural understandings and values. This mismatch between the background of the child and that of the school impedes learning. Education benefits globally when all classes, ethnicities, and world views are included and recognised in all levels and areas of schools.

Barriers

Students themselves do not see representation in their teachers in our multicultural societies.

Population Demographics and other Socio-Economic factors lead to overrepresentation by certain groups within teaching,

Ignorance by decision makers due to differing cultural understandings and values leads to a mismatch between the background of the child and that of the school impedes learning.

There is a lack of a critical examination of the admissions and selection criteria and processes used in recruitment of teachers for their impact on widening participation strategies.



GWI Strategic Advocacy Campaign 2020

*Diversity in Teacher Education as a Positive Contribution to an Equitable Education
(Policy Resolution 2019,1)*

GWI's Position

Although GWI has previously advocated for cultural diversity with education with the resolutions Education for Indigenous Peoples (2013, No. 9) and Cultural Diversity and Education (2004, No. 4), this current resolution specifically targets the need for diversity in the demography of teacher selection and teacher education and deconstructing the underpinnings of current biases in this.

GWI recommends

1. Encouraging education systems and government departments to increase the numbers of teachers of varying ethnicities and backgrounds.
2. Advocating strongly for having teachers of the mix of different ethnicities and identities reflective of the student/children demography they are teaching to enable greater empathy and shared spaces for learning.
3. Encouraging the raising of the consciousness of diversity by the authorities who employ teachers.
4. Enhancing peaceful relationships between people by diversifying educational encounters.
5. Resolve to support the UNESCO Universal Declaration on Cultural Diversity (2001) and the Declaration on a Culture of Peace (1999).
6. Urge governments to increase funding and support for underrepresented minorities – including gender, ethnic, sexual orientation – to pursue teaching and education as a career;
7. Advocate for improved diversity in teacher training, both in the instructor population and incoming teachers (i.e. student teachers) to enable teachers to gain the knowledge required to understand diversity and its impacts;
8. Encourage academic research into the effects of increased diversity in teaching and education;
9. Investigating methods of contributing to a scholarship in their area specifically aimed at improving diversity in the field of education, and also to make considerations of diversity when awarding existing scholarships;
10. Publicise these goals to NFAs and set up a working party to produce a resource kit and/or policy document to support NFAs in this work in their home countries.



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POLICY RESOLUTION 1 - DIVERSITY IN TEACHER EDUCATION AS A POSITIVE CONTRIBUTION TO AN EQUITABLE EDUCATION

Proposed by: Graduate Women New Zealand

Seconded by: The British Federation of Graduate Women

The 33rd GWI General Assembly resolves that:

1. NFAs encourage education systems and government departments to increase the numbers of teachers of varying ethnicities and backgrounds.
2. GWI advocate strongly for having teachers of the mix of different ethnicities and identities reflective of the student/children demography they are teaching to enable greater empathy and shared spaces for learning.
3. GWI encourage the raising of the consciousness of diversity by the authorities who employ teachers.
4. NFAs enhance peaceful relationships between people by diversifying educational encounters.
5. In doing this GWI resolve to support the UNESCO Universal Declaration on Cultural Diversity (2001) and the Declaration on a Culture of Peace (1999).

Suggested Plan of Action

1. NFAs should urge their respective governments to increase funding and support for underrepresented minorities – including gender, ethnic, sexual orientation – to pursue teaching and education as a career;
2. NFAs should advocate for improved diversity in teacher training, both in the instructor population and incoming teachers (i.e. student teachers) to enable teachers to gain the knowledge required to understand diversity and its impacts;
3. NFAs should encourage academic research into the effects of increased diversity in teaching and education;
4. NFAs may consider investigating methods of contributing to a scholarship in their area specifically aimed at improving diversity in the field of education, and also to make considerations of diversity when awarding existing scholarships;
5. GWI should publicise these goals to NFAs and set up a working party to produce a resource kit and/or policy document to support NFAs in this work in their home countries.



GWII Strategic Advocacy Campaign 2020

*Diversity in Teacher Education as a Positive Contribution to an Equitable Education
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GWII Strategic Advocacy Campaign

GWII VP Advocacy and Education

Diversity in Teacher Education as a Positive Contribution to an Equitable Education

*Based on
GWII Policy Resolution 2019,1*

**GWII Advocacy-G
NFA Advocacy-N**

*GWII mission-related
Systemic Change*

**SDG 4 | SDG 5
Education | Diversity | Teacher training
| Global Issue**

GOAL

The creation of education systems where the mix of teachers and educators reflect the ethnic and cultural identities of the student / children demography they are teaching.

THE ISSUE

Although we live in an increasingly multi-ethnic society, this is not necessarily reflected in the populations of all schools, or, within particular departments within schools.

Research shows that having diverse voices in the classroom improves the education of all children; not only is this of benefit to the individual, but also to community relationships. In particular, it has been shown that the relationship between child and teacher is vitally important to learning, and that this is enhanced by commonality in backgrounds.

Diversity in all roles encourages understanding and empathy and should not be dismissed or undervalued; rather, it needs to be encouraged throughout the teaching body worldwide.

Two key pieces of knowledge have arisen from research in the area: When teachers are from a different background to the children, there can be ignorance due to differing cultural understandings and values.



This mismatch between the background of the child and that of the school impedes learning. Education benefits globally when all classes, ethnicities, and world views are included and recognised in all levels and areas of schools.

CURRENT STATUS

Exclusion can be very blatant.

The 2020 UNESCO Global Education Monitoring Report¹ (GEM) assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. The Report also addresses inclusion in education, drawing attention to all those excluded from education, because of background or ability. GEM has launched a website, [PEER*](#),² with descriptions of laws and policies on inclusion in education for every country in the world. PEER shows that many countries still practice segregation in education, which can feed stereotyping, discrimination and alienation.

Effects of Covid-19

According to the 2020 UNESCO GEM report, the Covid-19 pandemic has further exposed and deepened inequalities in education and the fragility of our societies. Even before Covid-19, one in five children, adolescents and youth were entirely excluded from education. Stigma, stereotypes and discrimination mean millions more are further alienated inside classrooms. Health crises leave many behind, especially girls.

“Covid-19 has given a real opportunity to think afresh about our education systems. Yet, moving to a world that not only values but welcomes diversity won’t happen overnight,” added Manos Antoninis, Director of the UNESCO Global Education Monitoring Report.³ “There is an obvious tension between teaching all children under the same roof and creating an environment where students learn best. But, if Covid-19 taught us something, it is that failure to act is not an option; there is scope to do things differently if we put our minds to it.”

“To rise to the challenges of our time, a move towards more inclusive education is imperative”, said the Director-General of UNESCO, Audrey Azoulay. “Rethinking the future of education is all the more important following the Covid-19 pandemic, which further widened and put a spotlight on inequalities. Failure to act will hinder the progress of societies.”

¹ [Inclusion and Education | Global Education Monitoring Report \(unesco.org\)](#)

² [National Education Systems | Education Profiles \(education-profiles.org\)](#)

³ [Inclusion and Education | Global Education Monitoring Report \(unesco.org\)](#)



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REVIEW OF LAW

NFAs to research current national / regional laws⁴.

POLICY REVIEW

NFAs to research national, regional, local, community, institutional policies⁵.

SOCIO-ECONOMIC, POLITICAL IMPACTS ON ISSUE

Education benefits globally when all classes, ethnicities, and world views are included and recognised in all levels and areas of schools.

Respect for the diversity of cultures, tolerance, dialogue and cooperation, in a climate of mutual trust and understanding are among the best guarantees of international peace and security. Taking diverse forms across time and space, cultural diversity is as necessary for humankind as biodiversity is for nature. Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent and policies that allow for the inclusion and participation of all citizens guarantee social cohesion, the vitality of civil society and peace.

POTENTIAL ALLIES

- Teachers and educators
- Education Institutions and administrators
- Community and religious leaders
- Parents
- GWI NFAs

RECOMMENDATIONS

1. Positively advocate for having teachers of the mix of different ethnicities and identities reflective of the student/children demography they are teaching to enable greater empathy and shared spaces for learning. [N]
2. Urge governments to increase funding and support for underrepresented minorities – including gender, ethnic, sexual orientation – to pursue teaching and education as a career; [N]

⁴ [National Education Systems | Education Profiles \(education-profiles.org\)](https://education-profiles.org)

⁵ [National Education Systems | Education Profiles \(education-profiles.org\)](https://education-profiles.org)



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3. Advocate for improved diversity in teacher training, both in the instructor population and incoming teachers (i.e. student teachers) to enable teachers to gain the knowledge required to understand diversity and its impacts; [N]
4. Encourage academic research into the effects of increased diversity in teaching and education; [N]
5. Support the UNESCO Universal Declaration of Cultural Diversity (2001) ⁶ and the Declaration on a Culture of Peace (1999)⁷. [G]
6. Encourage the raising of the consciousness of diversity by the authorities who employ teachers. [N]
7. Enhance peaceful relationships between humans by diversifying educational encounters. [N]
8. Investigate methods of contributing to a scholarships specifically aimed at improving diversity in the field of education, and also to make considerations of diversity when awarding existing scholarships; [N]

DEVELOP A MESSAGE

GWJ Position

Although GWJ has previously advocated for cultural diversity with education with the resolutions ⁸ Education for Indigenous Peoples (2013, No. 9)⁹ and Cultural Diversity and Education (2004, No. 4)¹⁰, this current resolution specifically targets the need for diversity in the demography of teacher selection and teacher education and deconstructing the underpinnings of current biases in this.¹¹

Education and human rights¹²

According to the Universal Declaration of Human Rights, all human beings are born free and equal in dignity and rights. Article 26 states:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to

⁶ See Appendix

⁷ See accompanying document

[https://digitallibrary.un.org/search?f1=author&as=1&sf=title&so=a&rm=&m1=e&p1=UN.%20General%20Assembly%20\(53rd%20sess.%20%201998-1999\)&ln=en](https://digitallibrary.un.org/search?f1=author&as=1&sf=title&so=a&rm=&m1=e&p1=UN.%20General%20Assembly%20(53rd%20sess.%20%201998-1999)&ln=en)

⁸ <https://graduatewomen.org/members-login/constitutional-material/resolutions/>

⁹ See below same document

¹⁰ See below same document

¹¹ GWJ Policy Position Resolution 2019, 1 [see above same document]

¹² <https://graduatewomen.org/the-cause/education-human-rights/>



all on the basis of merit.

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.
3. Parents have a prior right to choose the kind of education that shall be given to their children. Education is a fundamental human right for all. The right to education also enables the enjoyment of other human rights. Human rights education (HRE), formal education and informal education are ways to protect and reinforce human rights.

GWII believes that culture and cultural diversity are drivers for peace and equality among all peoples. As an organization that has education for all as its primary mission, particularly women and girls, GWII recognizes the continuing need for diversity in the demography of teacher selection and teacher education and deconstructing the underpinnings of current biases.

GWII advocates for cultural diversity within education with the resolutions *Education for Indigenous Peoples* (2013, No. 9)¹³, *Cultural Diversity and Education* (2004, No. 4) and *Diversity in Teacher Education as a Positive Contribution to an Equitable Education* (2019, No.1).

The 2019 resolution states that GWII and its NFAs will:

- advocate for having teachers of the mix of different ethnicities and identities reflective of the student/children demography they are teaching to enable greater empathy and shared spaces for learning;
- Advocate for improved diversity in teacher training, both in the instructor population and incoming teachers (i.e. student teachers) to enable teachers to gain the knowledge required to understand diversity and its impacts;
- Encourage the raising of the consciousness of diversity by the authorities who employ teachers;
- Encourage academic research into the effects of increased diversity in teaching and education;
- Urge governments to increase funding and support for underrepresented minorities – including gender, ethnic, sexual orientation – to pursue teaching and education as a career;
- enhance peaceful relationships between humans by diversifying educational encounters.
- support the UNESCO Universal Declaration of Cultural Diversity (2001)¹⁴ and the Declaration on a Culture of Peace (1999)¹⁵.

¹³ <https://graduatewomen.org/resolutions/education-indigenous-peoples-2013-no-9/>

¹⁴ See Appendix 1

¹⁵ See accompanying document

[https://digitallibrary.un.org/search?f1=author&as=1&sf=title&so=a&rm=&m1=e&p1=UN.%20General%20Assembly%20\(53rd%20sess.%20%201998-1999\)&ln=en](https://digitallibrary.un.org/search?f1=author&as=1&sf=title&so=a&rm=&m1=e&p1=UN.%20General%20Assembly%20(53rd%20sess.%20%201998-1999)&ln=en)



The Sustainable Development Goals

The framework of the Sustainable Development Goals (SDGs) adopted in 2015 by the United Nations forms the 2030 Agenda for sustainability and development for the entire planet as embodied in the 5 Ps: people, planet, prosperity, peace and partnership. Within this framework is the safeguarding and promotion of culture and identity, resources that need to be protected. Identifying cultural diversity and the diversity of cultural expressions as a means unto themselves, cuts across all sectors for humanity such as making cities and human settlements safe, resilient and sustainable; protecting the world's cultural and natural heritage sites; creating industries and cultural infrastructures that generate livelihoods; sustaining the arts including literature, music, dance, and all forms of artistic endeavors including tradition crafts; education to promote a culture of peace; respect for human rights; climate action and ecosystem management; fighting the illicit trafficking of cultural goods and people.

According to the UNESCO report “Culture for the 2030 Agenda” (2018) Sustainable global development is not possible without considering recognition and understanding of our global cultural and national heritages, customs and traditions.

Education for Cultural Diversity

Education for Cultural Diversity as outlined in Target 4.7 of SDG 4 (Education) ensures that all learners acquire knowledge and skills needed to promote sustainable development, including through education for sustainable development and sustainable lifestyle, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and culture's contribution to sustainable development.

The UNESCO Universal Declaration on Cultural Diversity defines culture as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. Respect for the diversity of cultures, tolerance, dialogue and cooperation, in a climate of mutual trust and understanding are among the best guarantees of international peace and security.

Taking diverse forms across time and space, cultural diversity is as necessary for humankind as biodiversity is for nature. Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent and policies that allow for the inclusion and participation of all citizens guarantee social cohesion, the vitality of civil society and peace.

GWII believes, through education, in the promotion of an awareness of the positive value of cultural diversity by improving to both curriculum design and teacher education as well as the incorporation, where appropriate, of traditional pedagogies into the education process with a view to preserving and making full use of culturally appropriate methods of communication and transmission of knowledge. One way to accomplish this is by safeguarding the linguistic heritage of humanity and giving support to expression, creation and dissemination in the greatest possible number of languages and the encouragement of linguistic diversity – while respecting the mother tongue – at all levels of education, wherever possible, and fostering the learning of several languages from the earliest age.



Barriers

- Students themselves do not see representation in their teachers in our multicultural societies.
- Population demographics and other socio-economic factors lead to overrepresentation by certain groups within teaching,
- Ignorance by decision makers due to differing cultural understandings and values leads to a mismatch between the background of the child and that of the school impedes learning.
- There is a lack of a critical examination of the admissions and selection criteria and processes used in recruitment of teachers for their impact on widening participation strategies.

Education and the Culture of Peace

As defined in the UN Declaration of Action on a Culture of Peace: A culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on respect for life, ending of violence and the promotion and practice of non-violence through education, dialogue and cooperation with full respect for and promotion of all human rights and fundamental freedoms.

This includes respect for and promotion of equal rights and opportunities for women and men and the right of everyone to freedom of expression, opinion and information fostered by an enabling national and international environment conducive to peace.

Education, including human rights education, at all levels is one of the principal means to build a culture of peace. Governments have the essential role in promoting and strengthening the culture of peace; civil society needs to be fully engaged with contributions from media, parents, teachers, politicians, journalists, religious bodies and groups, intellectuals, health and humanitarian workers, social workers, and non-governmental organizations.

To this end, civil society needs to be involved at the local, regional and national levels in order to expand the scope of culture of peace activities along with a sharing of information among all sectors.

Partnerships should be encouraged along with a mobilization of resources, including financial resources, by governments, organizations and individuals.

Actions to foster the culture of peace through education should include:

- National efforts and international cooperation in order to achieve human, social and economic development;
- Childhood education on the values, attitudes, modes of behaviour and ways of life to enable children to resolve disputes peacefully and with respect for human dignity, tolerance and non-discrimination;
- Activities for children designed to instill values and goals of the culture of peace;
- Equality of access to education for women and girls;
- Revision of educational curricula bearing in mind the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy;



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- The development of values and skills conducive to a culture of peace including education and training to promote dialog and consensus-building.

SUGGESTED FOCAL POINTS AND INFLUENCERS

- Authorities who employ teachers
- UN Agencies – UNESCO
- Governments and legislators (national, regional, local)
- Academic Institutions and teacher training programs / scholarship award funding
- Media, journalists
- Religious bodies and groups
- Intellectuals
- Health and humanitarian workers, social workers
- Other non-governmental organizations

ADVOCACY TOOLS

- Social media
- Blogs
- Community Action Calls
- Face-to-face meetings
- Phone calls
- Email
- Letter-writing
- Letters to the Editor, news articles
- TV and radio outreach
- White papers, research and data
- Community Action Toolkits

GWI Advocacy Tools

Toolkits: <https://graduatewomen.org/media-publications/toolkit/>

- SDG 4 Toolkit
- International Day of Education Toolkit
- World Teachers' Day Toolkit

Press Releases: <https://graduatewomen.org/media-publications/press-releases/>

- 5 October 2019: [On World Teacher's Day, Graduate Women International celebrates young female teachers](#)

Strategic Advocacy Tools



GWI Strategic Advocacy Campaign 2020

*Diversity in Teacher Education as a Positive Contribution to an Equitable Education
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- GWI Strategic Advocacy Template
- GWI Strategic Advocacy Checklist
- GWI Strategic Advocacy Toolkit

Reference Documents

- **UNESCO Universal Declaration on Cultural Diversity (Appendix 1)**
- **Declaration on a Culture of Peace (1999) :**
[https://digitallibrary.un.org/search?f1=author&as=1&sf=title&so=a&rm=&m1=e&p1=UN.%20General%20Assembly%20\(53rd%20sess.%20:%201998-1999\)&ln=en](https://digitallibrary.un.org/search?f1=author&as=1&sf=title&so=a&rm=&m1=e&p1=UN.%20General%20Assembly%20(53rd%20sess.%20:%201998-1999)&ln=en)
[Inclusion and Education | Global Education Monitoring Report \(unesco.org\)](#)
- Descriptions of laws and policies on inclusion in education for every country in the world
[National Education Systems | Education Profiles \(education-profiles.org\)](#)
[PEER*](#)
- [Charter of the United Nations](#)
- [Universal Declaration of Human Rights](#)
- [Constitution of UNESCO](#)
- [Global Issues: Gender Equality](#)
- [Global Issues: Human Rights](#)

Advocacy Timing

UN International Days

- UN International Day of Education – 24 January – (A/RES/73/25)
- International Day of Women and Girls in Science – 11 February - (A/RES/70/2120)
- International Women’s Day – 8 March
- International Day for the Elimination of Racial Discrimination – 21 March - (A/RES/2142(XI))
- World Day for Cultural Diversity for Dialogue and Development – 21 May - (A/RES/57/249))
- International Day of Peace – 21 September – (A/RES/36/67)(A/RES/55/282)
- World Teachers’ Day [UNESCO] – 5 October – (27 C/INF.7)
- Human Rights Day – 10 December - (A/RES 423(V))

UN Human Rights Council (quarterly)

UN Commission on the Status of Women (annually in March)

UN High Level Political Forum (annually July)

Other UN events and meetings where GWI can deliver written and oral statements as thematically appropriate



Cultural Diversity and Education (2004, No. 4)

The 28th Conference resolves to support the UNESCO Universal Declaration of Cultural Diversity and the Declaration on a Culture of Peace by asking NFAs to:

1. promote educational programmes for women who are migrants, refugees, or from indigenous and minority groups;
2. advocate that governments adopt educational policies for primary and secondary students which will give them the opportunity to learn, appreciate and celebrate the richness of Cultural Diversity;
3. ensure that school curricula include programmes that are designed to respect differences, promote understanding and counter racism within school communities and multi-cultural societies; and,
4. publicize good practices on the GWI and NFA websites.
- 5.

Plan of Action

1. NFAs should investigate whether education curricula include programmes that promote cultural diversity and whether these programmes are being implemented.
2. NFAs should provide, at branch and state level, social and cultural programmes, inclusive of migrant and refugee women, and ethnic minorities, where all women and children may celebrate their cultural diversity.
3. NFAs should become familiar with the text of the UNESCO Universal Declaration on Cultural Diversity and the Declaration on a Culture of Peace.

Education for Indigenous Peoples (2013, No. 9)

The 31st GWI Conference resolves that:

1. National Affiliates and Associations (NFAs) urge their respective governments to collaborate with indigenous leaders to provide designated educational funding that includes resources for Early Childhood Education, school infrastructure, equipment, books, information technology, skills development and a core approved curriculum which is culturally sensitive;
2. NFAs urge their respective governments to index such funding to inflation and adjust it annually for population increase; and
3. NFAs urge national, provincial, state, territorial and indigenous governments to work together to create a system of accountable, funded and quality education.

Suggested Action:

1. NFAs become familiar with the educational situation of indigenous peoples in their country;
2. NFAs become familiar with the terms of the Declaration on the Rights of Indigenous Peoples, monitor and report on its implementation;
3. NFAs urge their national governments to develop and share best practices in indigenous education, in collaboration with indigenous peoples;
4. NFAs urge their government(s) to include reports on the implementation of the Declaration in mandated reports under human rights' treaties;



5. NFAs urge their governments to report on the actions taken on the recommendation of the special Rapporteur on the Rights of Indigenous People at the end of his/her visit; and
6. NFAs work with national human rights institutions to assist in the implementation of the Declaration.

Appendix 1

UNESCO Universal Declaration on Cultural Diversity

2 November 2001

The General Conference,

Committed to the full implementation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized legal instruments, such as the two International Covenants of 1966 relating respectively to civil and political rights and to economic, social and cultural rights,

Recalling that the Preamble to the Constitution of UNESCO affirms “that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern”,

Further recalling Article I of the Constitution, which assigns to UNESCO among other purposes that of recommending “such international agreements as may be necessary to promote the free flow of ideas by word and image”,

Referring to the provisions relating to cultural diversity and the exercise of cultural rights in the international instruments enacted by UNESCO,(1)

Reaffirming that culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs, (2)

Noting that culture is at the heart of contemporary debates about identity, social cohesion, and the development of a knowledge-based economy,

Affirming that respect for the diversity of cultures, tolerance, dialogue and cooperation, in a climate of mutual trust and understanding are among the best guarantees of international peace and security,

Aspiring to greater solidarity on the basis of recognition of cultural diversity, of awareness of the unity of humankind, and of the development of intercultural exchanges,

Considering that the process of globalization, facilitated by the rapid development of new information and communication technologies, though representing a challenge for cultural diversity, creates the conditions for renewed dialogue among cultures and civilizations,

Aware of the specific mandate which has been entrusted to UNESCO, within the United Nations system, to ensure the preservation and promotion of the fruitful diversity of cultures,

Proclaims the following principles and adopts the present Declaration:

IDENTITY, DIVERSITY AND PLURALISM

Article 1 – Cultural diversity: the common heritage of humanity

Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.

Article 2 – From cultural diversity to cultural pluralism

In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Policies for the inclusion and



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participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Thus defined, cultural pluralism gives policy expression to the reality of cultural diversity. Indissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life.

Article 3 – Cultural diversity as a factor in development

Cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.

CULTURAL DIVERSITY AND HUMAN RIGHTS

Article 4 – Human rights as guarantees of cultural diversity

The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope.

Article 5 – Cultural rights as an enabling environment for cultural diversity

Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights. All persons have therefore the right to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons are entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

Article 6 – Towards access for all to cultural diversity

While ensuring the free flow of ideas by word and image care should be exercised so that all cultures can express themselves and make themselves known. Freedom of expression, media pluralism, multilingualism, equal access to art and to scientific and technological knowledge, including in digital form, and the possibility for all cultures to have access to the means of expression and dissemination are the guarantees of cultural diversity.

CULTURAL DIVERSITY AND CREATIVITY

Article 7 – Cultural heritage as the wellspring of creativity

Creation draws on the roots of cultural tradition, but flourishes in contact with other cultures. For this reason, heritage in all its forms must be preserved, enhanced and handed on to future generations as a record of human experience and aspirations, so as to foster creativity in all its diversity and to inspire genuine dialogue among cultures.

Article 8 – Cultural goods and services: commodities of a unique kind

In the face of present-day economic and technological change, opening up vast prospects for creation and innovation, particular attention must be paid to the diversity of the supply of creative work, to due recognition of the rights of authors and artists and to the specificity of cultural goods and services which, as vectors of identity, values and meaning, must not be treated as mere commodities or consumer goods.

Article 9 – Cultural policies as catalysts of creativity

While ensuring the free circulation of ideas and works, cultural policies must create conditions conducive to the production and dissemination of diversified cultural goods and services through cultural industries that have the means to assert themselves at the local and global level. It is for each State, with due regard to its international obligations, to define its cultural policy and to implement it through the means it considers fit, whether by operational support or appropriate regulations.

CULTURAL DIVERSITY AND INTERNATIONAL SOLIDARITY

Article 10 – Strengthening capacities for creation and dissemination worldwide

In the face of current imbalances in flows and exchanges of cultural goods at the global level, it is necessary to reinforce international cooperation and solidarity aimed at enabling all countries, especially developing countries and countries in transition, to establish cultural industries that are viable and competitive at national and international level.



Article 11 – Building partnerships between the public sector, the private sector and civil society

Market forces alone cannot guarantee the preservation and promotion of cultural diversity, which is the key to sustainable human development. From this perspective, the pre-eminence of public policy, in partnership with the private sector and civil society, must be reaffirmed.

Article 12 – The role of UNESCO

UNESCO, by virtue of its mandate and functions, has the responsibility to:

- (a) promote the incorporation of the principles set out in the present Declaration into the development strategies drawn up within the various intergovernmental bodies;
- (b) serve as a reference point and a forum where States, international governmental and nongovernmental organizations, civil society and the private sector may join together in elaborating concepts, objectives and policies in favour of cultural diversity;
- (c) pursue its activities in standard-setting, awareness raising and capacity-building in the areas related to the present Declaration within its fields of competence;
- (d) facilitate the implementation of the Action Plan, the main lines of which are appended to the present Declaration.

(1) Including, in particular, the Florence Agreement of 1950 and its Nairobi Protocol of 1976, the Universal Copyright Convention of 1952, the Declaration of the Principles of International Cultural Cooperation of 1966, the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property of 1970, the Convention for the Protection of the World Cultural and Natural Heritage of 1972, the Declaration on Race and Racial Prejudice of 1978, the Recommendation concerning the Status of the Artist of 1980, and the Recommendation on the Safeguarding of Traditional Culture and Folklore of 1989.

(2) This definition is in line with the conclusions of the World Conference on Cultural Policies (MONDIACULT, Mexico City, 1982), of the World Commission on Culture and Development Our Creative Diversity, (1995), and of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998)

Annex II Main lines of an action plan for the implementation of the UNESCO Universal Declaration on Cultural Diversity

The Member States commit themselves to taking appropriate steps to disseminate widely the “UNESCO Universal Declaration on Cultural Diversity” and to encourage its effective application, in particular by cooperating with a view to achieving the following objectives:

1. Deepening the international debate on questions relating to cultural diversity, particularly in respect of its links with development and its impact on policy-making, at both national and international level; taking forward notably consideration of the advisability of an international legal instrument on cultural diversity.
2. Advancing in the definition of principles, standards and practices, on both the national and the international levels, as well as of awareness-raising modalities and patterns of cooperation, that are most conducive to the safeguarding and promotion of cultural diversity.
3. Fostering the exchange of knowledge and best practices in regard to cultural pluralism with a view to facilitating, in diversified societies, the inclusion and participation of persons and groups from varied cultural backgrounds.
4. Making further headway in understanding and clarifying the content of cultural rights as an integral part of human rights.
5. Safeguarding the linguistic heritage of humanity and giving support to expression, creation and dissemination in the greatest possible number of languages.
6. Encouraging linguistic diversity – while respecting the mother tongue – at all levels of education, wherever possible, and fostering the learning of several languages from the earliest age.
7. Promoting through education an awareness of the positive value of cultural diversity and improving to this end both curriculum design and teacher education.
8. Incorporating, where appropriate, traditional pedagogies into the education process with a view to preserving and making full use of culturally appropriate methods of communication and transmission of knowledge.



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Diversity in Teacher Education as a Positive Contribution to an Equitable Education (Policy Resolution 2019,1)

9. Encouraging “digital literacy” and ensuring greater mastery of the new information and communication technologies, which should be seen both as educational disciplines and as pedagogical tools capable of enhancing the effectiveness of educational services.
10. Promoting linguistic diversity in cyberspace and encouraging universal access through the global network to all information in the public domain.
11. Countering the digital divide, in close cooperation in relevant United Nations system organizations, by fostering access by the developing countries to the new technologies, by helping them to master information technologies and by facilitating the digital dissemination of endogenous cultural products and access by those countries to the educational, cultural and scientific digital resources available worldwide.
12. Encouraging the production, safeguarding and dissemination of diversified contents in the media and global information networks and, to that end, promoting the role of public radio and television services in the development of audiovisual productions of good quality, in particular by fostering the establishment of cooperative mechanisms to facilitate their distribution.
13. Formulating policies and strategies for the preservation and enhancement of the cultural and natural heritage, notably the oral and intangible cultural heritage, and combating illicit traffic in cultural goods and services.
14. Respecting and protecting traditional knowledge, in particular that of indigenous peoples; recognizing the contribution of traditional knowledge, particularly with regard to environmental protection and the management of natural resources, and fostering synergies between modern science and local knowledge.
15. Fostering the mobility of creators, artists, researchers, scientists and intellectuals and the development of international research programmes and partnerships, while striving to preserve and enhance the creative capacity of developing countries and countries in transition.
16. Ensuring protection of copyright and related rights in the interest of the development of contemporary creativity and fair remuneration for creative work, while at the same time upholding a public right of access to culture, in accordance with Article 27 of the Universal Declaration of Human Rights.
17. Assisting in the emergence or consolidation of cultural industries in the developing countries and countries in transition and, to this end, cooperating in the development of the necessary infrastructures and skills, fostering the emergence of viable local markets, and facilitating access for the cultural products of those countries to the global market and international distribution networks.
18. Developing cultural policies, including operational support arrangements and/or appropriate regulatory frameworks, designed to promote the principles enshrined in this Declaration, in accordance with the international obligations incumbent upon each State.
19. Involving the various sections of civil society closely in the framing of public policies aimed at safeguarding and promoting cultural diversity.
20. Recognizing and encouraging the contribution that the private sector can make to enhancing cultural diversity and facilitating, to that end, the establishment of forums for dialogue between the public sector and the private sector.

The Member States recommend that the Director- General take the objectives set forth in this Action Plan into account in the implementation of UNESCO’s programmes and communicate it to institutions of the United Nations system and to other intergovernmental and non-governmental organizations concerned with a view to enhancing the synergy of actions in favour of cultural diversity.



Putting it all together

Strategic Advocacy

“Strategic Advocacy is a planned process, not an event”



Advocacy is a process involving a series of inter-related steps that take you from the identification of an issue, to the satisfactory resolution of that issue.



Advocacy's goal is to bring about changes in laws or regulations, public behavior and political perspectives concerning your advocacy issue.



Advocacy benefits all people: the marginalized and the mainstream.



Advocacy is about caring enough about social, economic and political issues that have the potential to either negate or affirm human rights and gender equality.

Planning is important. It helps you to:

- head in the right direction;
- break down your goals into manageable pieces or stepping stones;
- use the right tools;
- use scarce resources wisely by making strategic choices;
- make sure activities reinforce rather than undermine each other;
- get the timing right;
- start preparing early enough and become prepared to counter opposition.

Common Mistakes

- Unclear aims and objectives
- Activity planning without a strategy leading to untargeted actions, wasted effort and ultimately reduced impact
- Action plans that run to an internal timetable, rather than being determined by external events and opportunities
- Asking decision makers to do something which is not in their power
- Getting the timing wrong and trying to influence a process when key decisions have already been made
- Messages that don't get noticed and move people or fail to include a call to action
- Not having a clearly defined 'ask'
- Use the wrong tools
- Scarce resources used unwisely
- Activities that run at cross purposes
- Inability to counter opposition

Strategic Advocacy is about:

- achieving specific outcomes, not just raising awareness of problems;
- developing strategies based on research and analysis rather than guesswork;
- choosing approaches and deploying resources where they will have the most impact

The process is about:

- knowing what is wrong;
- identifying the problem you want to tackle and therefore which issue you want to work on;
- knowing what you would like to see as the solution to the problem;
- knowing what must change;
- knowing what you will ask for and the least that you will be satisfied with;
- recognizing who has the power to achieve change;
- recognizing who will help or hinder this process;
- identifying which resources will be needed;
- understanding how those with the power to make changes will be influenced.

The planning process has the following elements:

- Identify the issue
- Research the current status of the issue
- Review the law regarding the issue
- Identify the change that needs to be made
- Research socio-economic and political conditions that are causing or exacerbating the issue
- Identify allies – other organizations that are working on the same issue and have a similar goal: NGOs, community-based organizations, agencies
- Develop working partnerships with allies identified
- Develop recommendations
- Develop your message
- Identify institutions and people that you will focus your advocacy efforts towards
- Identify advocacy tools: position papers, press releases, social media
- Train members of your organization to deploy advocacy tools
- Monitor the progress of your advocacy and evaluate results to make necessary adjustments and changes





Graduate Women International Strategic Advocacy Plan Checklist

Strategic
Advocacy
Toolkit
Click Here

- ☐ Identify the issue
- ☐ Research current status of issue
- ☐ Review law in your country
- ☐ Identify needed change
- ☐ Research exacerbating issues
- ☐ Identify allies
- ☐ Develop working partnerships
- ☐ Develop recommendations
- ☐ Develop your message
- ☐ Identify targets of focus
- ☐ Identify GWI advocacy tools
- ☐ Train NFA members
- ☐ Monitor progress
- ☐ Summarize work
- ☐ Share success with GWI office





GWI Strategic Advocacy Campaign 2020

*Diversity in Teacher Education as a Positive Contribution to an Equitable Education
(Policy Resolution 2019,1)*

The Advocacy Cycle



GWI Toolkits

<https://graduatewomen.org/members-login/tools-resources/toolkit/>

GWI Advocacy and the Media

<https://graduatewomen.org/media-publications/press-releases/>
<https://graduatewomen.org/members-login/advocacy-media/press-release-templates/>

GWI Annual Reports

<https://graduatewomen.org/media-publications/annual-reports/>

GWI Policy Papers

<https://graduatewomen.org/what-we-do/policy-advocacy/policy-papers/>

GWI Resolutions

<https://graduatewomen.org/members-login/constitutional-material/resolutions/>

GWI Manifestos

<https://graduatewomen.org/who-we-are/gwi-manifestos/>



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