



United Nations
Educational, Scientific and
Cultural Organization



Teaching and Learning Respect for Diversity

*Workshop at the Global Education Meeting
Brussels, 3 December 2018*



In partnership with:

TARGET**4·7****EDUCATION FOR
SUSTAINABLE
DEVELOPMENT AND
GLOBAL CITIZENSHIP**

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



PART I – What are countries saying?

Key Message 1:

Countries are reporting that Cultural Diversity and Tolerance is proportionally receiving less attention in the curricula than the other guiding principles.



Key Message 2:

Compared to other GCED principles, Cultural Diversity and Tolerance is receiving less attention in curriculum reforms or policy development.



Key Message 3:

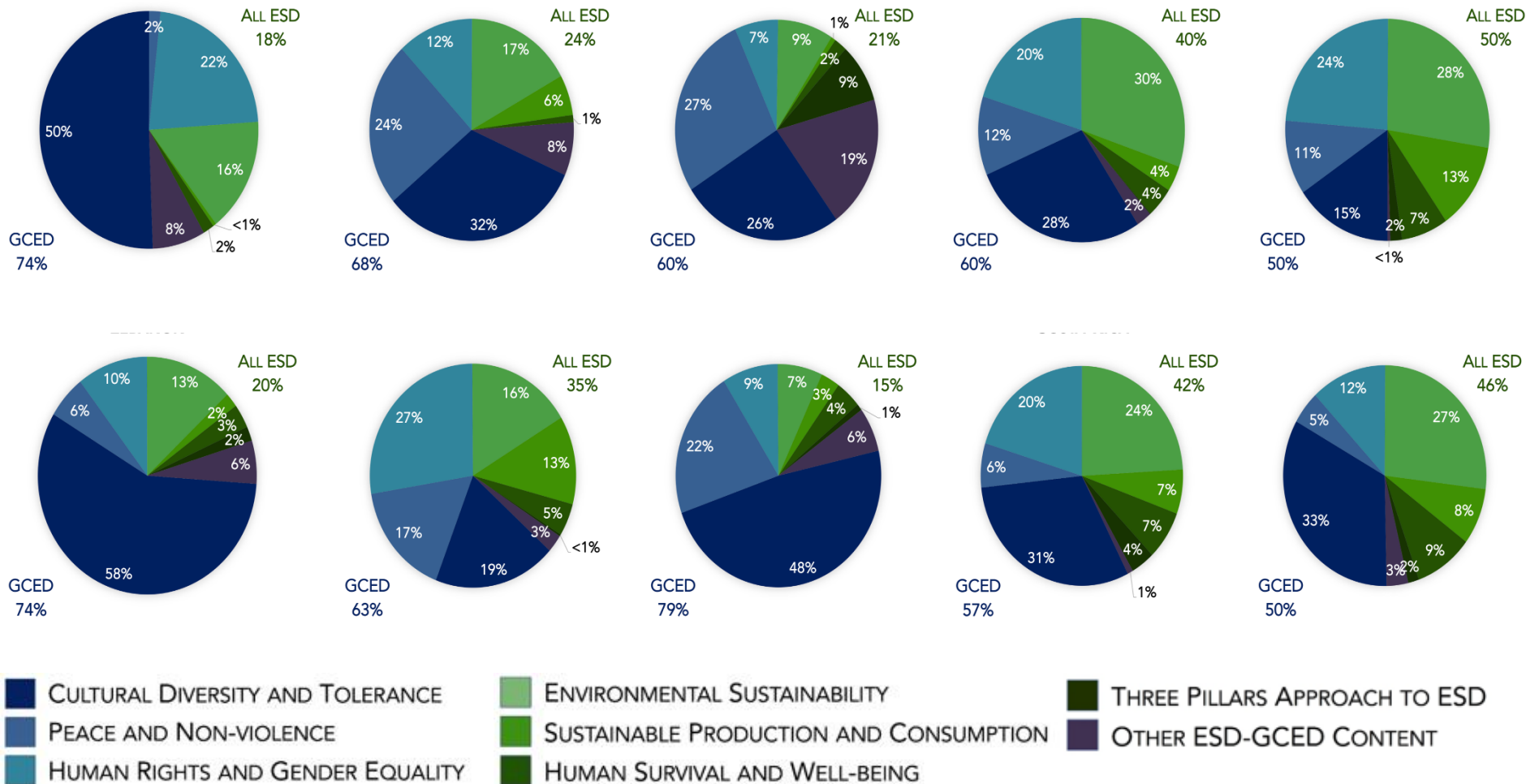
Compared to other GCED Principles Cultural Diversity and Tolerance is emphasized less in teaching materials. Material on Cultural Diversity and Tolerance are deemed less adequate.



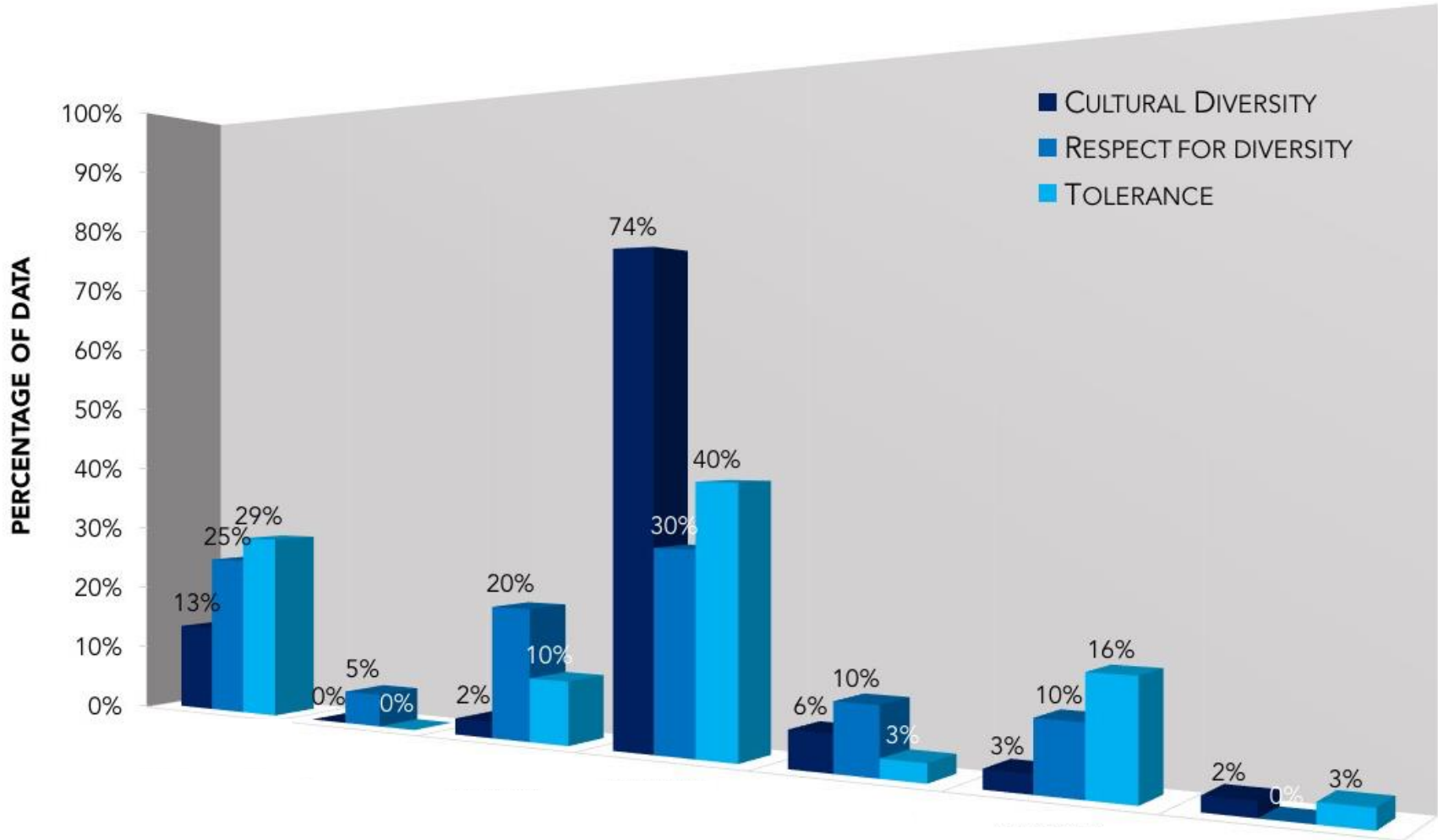


Part II: What are some countries committing to?

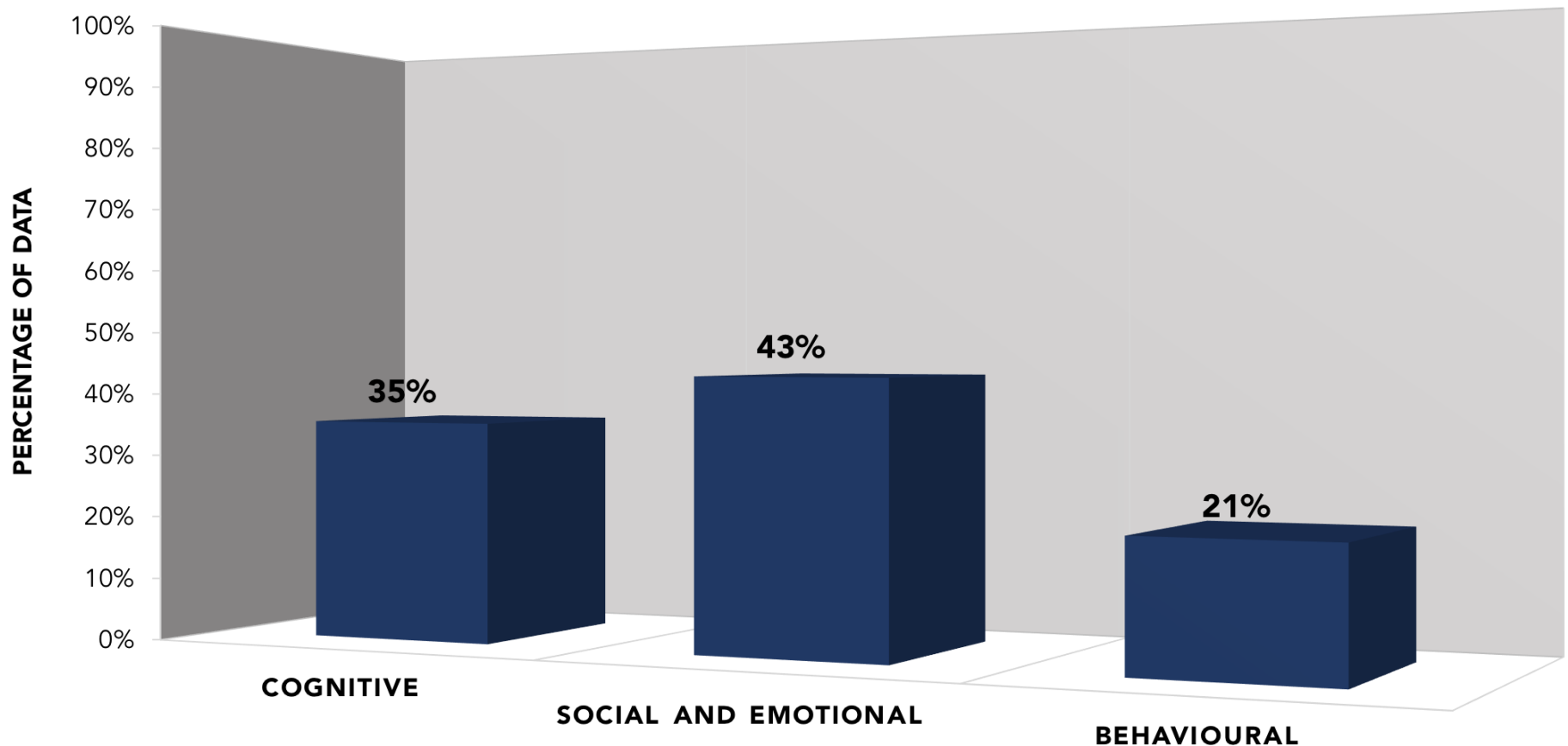
The focus on 'Cultural Diversity and Tolerance' varies by country



'Cultural Diversity', 'Tolerance' and 'Respect for Diversity' were mentioned in almost all documents



'Cultural Diversity and Tolerance' content focuses most often on 'social and emotional' learning



Policy Messages

1. Teaching and learning respect for diversity means different things to different people and involves many different learning experiences. To ensure it supports the achievement of Target 4.7 in all its dimensions, education should provide learners with equal access to the values, attitudes, skills, knowledge and critical understanding they need to live together in peace and participate fully as citizens in a democratic society.
2. In many countries and societies, national/local/traditional concepts promote ideas that echo the notions of “respect for diversity”, “solidarity”, “and “sharing a sense of humanity”; these concepts constitute entry points to promote respect for diversity through education.

Thank you

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