



Globethics.net



## THE EDUCATION RELIEF FOUNDATION AND PARTNERS

### High-level Stakeholders Meeting on Balanced and Inclusive Education

---

**DATE & VENUE:** 8<sup>th</sup> December 2017 - United Nations, Palais des Nations Room XXII

#### I. Rationale

UNESCO's Universal Declaration on Cultural Diversity, 2004

##### **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 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.

##### **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.

Global interactions have brought many benefits to societies in terms of educational opportunities, economic development, cultural pluralism, and improvements in health and mortality rates. These global benefits come, however, with a price which includes increased inequalities in resource distribution, forced movement of people, and the erosion of historic values, cultures, and languages.

The most predominant challenges to inclusive education from the perspective of cultural connectivity are being addressed through global citizenship education around the world. While these efforts have proven impactful in certain contexts, innovative responses remain to be found and implemented in many parts of the world to improve effective policies and practices in global citizenship education. There is therefore an imperative that inclusion and diversity are emphasised upon at early stages of educational experience of young people. The greater knowledge on the interdependence and connectivity of cultures will enable young people from various backgrounds to become responsible citizens of their countries and to be recognised as drivers of socio-economic growth based on their ability to value connectivity, interdependence, and cooperation across cultures.

## II. Objectives

This high-level consultation meeting is jointly organised by The Education Relief Foundation (ERF), Globethics and the Geneva School of Diplomacy. The terms of reference (ToR) the meeting are:

1. *Acknowledge the regional stakeholders' meetings jointly organised during 2017 by the Education Relief Foundation (ERF) and its partners, namely the Southeast Asian Ministers of Education Organisation (SEAMEO), the Nigerian Academy of Science (NAS), the Centre for Applied Linguistics (CAL), Globethics.net Foundation (GE.net) and the Geneva School of Diplomacy as global contributions to our efforts in moving the SDG4 agenda forward in the regions of Southeast Asia, Latin America, Africa, and the Global North;*
2. *Endorse recommendations collated from the regional stakeholders' meetings on youth development through balanced and inclusive education by the adequate training of teachers with our Balanced and Inclusive Education (BIE) pedagogies to support culturally responsive school environments.; and*
3. *Endorse the need for developing a global guide for ethics, principles, policies and practice for the delivery and uptake of our balanced and inclusive education methodology, based on ERF's four pillars of balanced and inclusive education, which support the principles of intraculturalism, transdisciplinarity, dialecticism and contextuality.*

During 2017, ERF and its partners have hosted four high-level meetings on the topic of balanced and inclusive education in Thailand, Nigeria, Panama and Switzerland.

At this final stage, ERF is consolidating the recommendations from these four regional meetings to produce a set of substantive policy and action-oriented recommendations that will be leveraged through a book entitled ***Guide for Code of Ethics on Balanced and Inclusive Education***.

***The High-level Forum on December 8th of this year at the United Nations venue will be the occasion to gather high level stakeholders who support our joint efforts towards advancing the global agenda for Balanced and Inclusive Education (BIE) where Ethics plays a crucial role.***

## III. Contact Persons

Dr Najia MUSOLINO  
Director  
The Education Relief Foundation  
Geneva, Switzerland  
Email: [n.musolino@educationrelief.org](mailto:n.musolino@educationrelief.org)

