



G20i Education Task Force
Expert Consultation
27th July 2020

Inclusive and Caring Education

The Challenge

The Covid-19 pandemic has accentuated an ongoing global need for social justice:

- Gaps between ideals and practices with regard to quality and equality in education
- Discrimination, exclusion, marginalisation of students who are already disadvantaged due to being regarded as 'different'
- School closure reducing structural support to the most vulnerable, e.g. food, safe spaces, social-emotional spiritual well-being ...
- Isolation sparking hatred, blame, xenophobia ...

The Faith/Interfaith Response

- Reaching out to and caring for the excluded
- Being active in identifying and helping those who are most at risk
- Engaging multi-stakeholders collaboratively
- Making quality education more accessible
- Articulating and encouraging lived values to underpin inclusive and interfaith education

Task Force Research

To explore faith-inspired approaches to inclusive and caring education, [the GHFP Research Institute](#) launched an inquiry consisting in

- **Literature Review**
- **Case Studies**
- **Survey Questionnaire** (50 + participants)

Conceptions
Innovative Practices
Policy Priorities

Conceptions of Inclusion

- Respecting **human dignity** of all students
- being **available and accessible** to all
- Focusing on the **whole child**, and nurturing their **holistic well-being**, e.g. physical, social-emotional, intellectual, moral, cultural, and spiritual development
- honouring **diversity**, valuing **difference**, and being responsive to students' evolving needs of learning, development and well-being
- creating safe and caring learning spaces and promoting **cohesive** learning communities
- attending to students' **voice** respectfully, appreciating their contribution to transformative **collective action**

Three Interconnected Priority Areas

- 1. Teachers Professional Development**
- 2. Innovative Approaches to Classroom Practice**
- 3. Co-creating Inclusive Learning Spaces**



(1)
**Teachers, Leaders &
Caregivers Professional
Development**

- developing **awareness** of and **sensitivity** towards **diversity** in the classroom, with special attention to the **needs of girls and vulnerable groups**
- increasing confidence and capabilities in facilitating **experiential, dialogic and relational learning**
- enhancing knowledge, skills, abilities and strategies to develop **inclusive, appreciative and collaborative learning environments**
- boosting capacities to provide learning opportunities through **virtual and digital tools and platforms**



(2)
Innovative
Approaches to
Classroom Practice

Inclusive & Interfaith Curriculum

- holistic well-being
- interfaith learning and religious literacy
- core human values, attitudes, and ways of being
- critical thinking and interfaith awareness
- linking learning to local realities & global concerns

Transformative Pedagogy

- experiential, dialogic and collaborative
- Inquiry & encounter-based and context sensitive
- multiple identities, beliefs, worldviews ...
- Interfaith, contemplative, reflective, spiritual

Empowering Engagement

- civic engagement and service learning
- learning communities within and beyond classrooms
- links and collaboration between schools
- parents, caregivers, & faith actors' lifelong learning.



(3)
**Co-creating
Inclusive
Learning Spaces**

- Attending to **all dimensions** of learning spaces, e.g. social-emotional, ethical, relational, spiritual
- Empowering young people to be **collaborators** in co-creating inclusive learning spaces
- Providing appropriate **equipment and infrastructure** for all to access online and digital learning platforms
- Enhancing educators and caregivers' capacities to maintain **safe** online learning spaces
- **Protecting** vulnerable students from misinformation, propaganda and abuse

Policy Recommendations

1

Right
AUDIENCE

2

Informed
CLARITY

3

Viable Policy
CHANGES

4

Strong
ARGUMENTS

5

Actionable
PROPOSALS

The Faith / Interfaith Factor / Perspective

Expert Consultation 27th July

To Identify
3-5 Policy Recommendations (with elaborations)
Under Each Priority Area

Guiding Questions:

From a faith/interfaith perspective, what policy recommendations might we propose to make education more inclusive and caring?

What is the place of faith actors in these proposals?



Ways Forward

Aug: Reviewing & identifying convergent ideas

Early Sept: Drafting Policy Brief

Mid Sept: Wider consultation & feedback on draft

Early Oct: Presenting Policy Brief at G20i Forum
