



G20 Interfaith Forum

Bringing Faith and Policy Together

G20i Regional Recommendations Education

Ensuring inclusive, high-quality education for all is among the most effective ways to achieve economic growth and social cohesion. It is vital for sustainable development goals in the area of education and is also central to achieving the goals.

School systems have presented manipulative discourses and narratives which can portray religions, cultures, cosmogonies and/or worldviews as antagonistic and irreconcilable. Religious inclusiveness and non-discrimination in education are increasingly understood by policy makers as a key thematic area in terms of social cohesion and reconciliation policies, based on the promotion of critical thinking and the knowledge of the “other” as a key tool for conflict prevention.

Between June to September 2020, a series of Regional Consultations took place in 6 regions: Africa, Arab region, Asia, Europe, Latin America and North America. These gatherings produced thematic recommendations that are collected in this document.

Asia

Recommendations

1. **There needs to be greater religious and spiritual literacy that is culturally nuanced and based in ethics, moral and historical stories.**
2. **Such religious literacy needs to be grounded in faith and inter-faith perspectives, and not solely in a “secular” humanistic one. The inter-faith angle must mean that the idea of any religion as the “best” must be discarded as a starting premise for instruction in religious studies.**
3. **As a part of an inter-faith approach, experiential learning must be incorporated into the pedagogy by way of opening up spaces that bridge the gap between religious and secular perspectives, and adherents of different faith traditions.**
4. **There must be transparency and vetting around the curriculum and text book writing process that determines how religion and ethics are taught in historically relevant, culturally sensitive and humanistically capacious ways.**
5. **There has to be adequate teachers and high-quality teacher training that aligns teacher preparation with desired outcomes of instruction in religious studies.**

Arab Region

Recommendations

2. **The agreement of religious leaders and religious institutions amongst each other and with policymakers on investing in education in the Arab region both at regional and national levels.** This would eventually contribute to: achieving social cohesion by spreading the necessary values to cultivate a sense of belonging to a common society; reinforcing positive, moderate attitudes, habits and norms; fostering active citizenship; and moving away from resorting to violent extremism as a coping strategy to crises.
 - a. Encourage countries to review, restructure and develop their educational systems (at all levels - primary, secondary, university, vocational and informal).
 - b. Support countries in developing educational policies that respond to the emerging needs in their respective contexts and translating them into programmes.
 - c. Support countries in developing policies which enhance societal values and norms at all institutional levels, in a way to counter the drivers to violent extremism in its various forms.

Africa

Recommendations

1. **Training for men and women in the field of food processing, production, storage, and marketing**
 - a. FBOs/RA should speak out and advocate for regular training, that such relevant trainings and engagements should be offered and accepted by both men and women
2. **Training and capacity building to ensure equal participation, just distribution of goods and sharing of livelihoods**
 - a. Promote the concept of participatory engagement in the educational and pedagogical curricula and realizing the principle that wealth's enough for everyone and it exists to be shared with justice
 - b. FBOs/Religious Actors should engage in advocacy with bodies concerned with curriculum development in order to add aspect of just livelihood distribution.
 - c. The G20 should identify and support FBOs with training and resources to engage in sustainable endeavors toward food availability and sufficiency for the less privileged, the unemployed and victims of violence and natural occurrences
 - d. Trade policy model by the nations to increase food supply at lower prices especially where the poverty rate is high. On the other hand, government can increase the cost of food supply produced by the poor to increase their earnings
 - e. Preaching of Peace and Stability as indispensable keys to policies and programs formulation that affect food security at all levels.
3. **G20 should encourage national governments to emphasize interreligious/interfaith education as an important long-term strategy to fight conditions that produce poverty and hunger**

Europe

Recommendations

1. Education on religious and cultural diversity

- f. Government and religious leaders highlight the need to recognise and accept the inherent dignity of every human being everywhere, as the [2018 Punta del Este Declaration on Human Dignity](#) underlines.
- g. Government and religious leaders work together and put an end to racism, xenophobia, intolerance and discrimination.
- h. Governments, in collaboration with the relevant religious leaders and communities, promote openness to religious traditions in school curricula and incentivise the curiosity of students to expand their understanding of other cultures and religious traditions. Students should learn about, and from, different religions so that they can be enriched by their teachings. In this context, parental rights to educate their children by their religious or non-religious beliefs should also be respected. These efforts should also be aimed at preventing radicalisation, especially in scenarios that can reach youth and give students the tools to critique and challenge content that exploits religion for violent or hateful means.
- i. Governments, religious actors and civil society are encouraged to create the necessary conditions for the free engagement of religious actors in interfaith and intra-religious dialogue, and in civic dialogue.
- j. Governments actively create opportunities and conditions for open and constructive dialogue between politicians, religious leaders and civil society. Especially about issues related to social cohesion and the well-being of all, to identify problems and create concerted solutions.



Latin America

Recommendations

1. Design programs to prevent addiction, through education that leads directly to formal employment

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