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 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
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**
Innovative Approaches to Classroom Practice

(2)

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
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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