

## ITL-834: Equality, Diversity and Inclusion in Education

**Credit Hours:**

3+0

**Prerequisites:**

None

### Course Objectives:

This course critically examines the concepts of equality, diversity, and inclusion (EDI) within education systems, both locally and globally. It explores theoretical frameworks, policies, and practices that aim to create equitable educational opportunities for all learners regardless of gender, ethnicity, language, socioeconomic status, disability, or cultural background. Students will engage in debates on social justice, inclusive pedagogy, multicultural education, and anti-discriminatory practices. The course combines theory, case studies, and applied strategies to prepare educators, policymakers, and researchers to foster inclusive learning environments. By the end of the course, the students will be able to:

1. Define and critically analyze the concepts of equality, diversity, and inclusion in education.
2. Evaluate national and international policies that address EDI in schools and higher education.
3. Examine how systemic inequalities (gender, race, class, disability, language, religion) affect learning outcomes.
4. Apply inclusive teaching strategies to foster equitable learning environments.
5. Design interventions and policies that promote social justice and inclusive education.

### Course Contents:

- Introduction to Equality, Diversity, and Inclusion
  - Key concepts: equality vs. equity, diversity, inclusion, belonging
  - Human rights and social justice frameworks in education
- Theoretical Perspectives on EDI
  - Critical pedagogy (Freire, hooks)
  - Intersectionality and education
  - Multicultural and intercultural education
- Historical and Policy Perspectives
  - Global and national policies on inclusive education (UNESCO, UN SDG 4, national acts)

- Case studies of inclusive policy implementation
- Gender and Education
  - Gender equity in schools and higher education
  - Feminist perspectives on curriculum and pedagogy
- Race, Ethnicity, and Language Diversity
  - Racial inequities in education
  - Culturally responsive teaching
  - Multilingualism and language policy in education
- Disability and Inclusive Education
  - Models of disability (medical vs. social)
  - Universal Design for Learning (UDL)
  - Inclusive classroom practices
- Socioeconomic Inequality and Education
  - Poverty, class, and access to quality education
  - Rural vs. urban divides
  - Educational attainment gaps
- Religion, Culture, and Education
  - Religious diversity in schools
  - Balancing secular and faith-based education
  - Cultural identity in curricula
- Digital Equity and Inclusion
  - Access to digital learning
  - Technology and the digital divide
  - Inclusive design of educational technologies
- Case Studies in Inclusive Practices
  - Successful inclusive schools and classrooms
  - NGO and community-based approaches
  - Higher education initiatives
- Challenges to Implementing EDI
  - Resistance, bias, and hidden curriculum
  - Tokenism vs. authentic inclusion
  - Systemic and structural barriers

- Strategies for Promoting EDI in Education
  - Inclusive pedagogy and curriculum design
  - Leadership for equity and diversity
  - Advocacy and policy development
- Researching EDI in Education
  - Qualitative and quantitative methods
  - Critical approaches to researching inequalities
- Future Directions and Student Presentations
  - Emerging issues (migration, climate displacement, global citizenship education)
  - Student-led presentations and reflections

**Course Learning Outcomes:**

At the end of the course, the students will be able to:

1. Demonstrate critical understanding of EDI theories and practices.
2. Analyze educational systems for structural inequalities.
3. Advocate for inclusive pedagogies and institutional policies.
4. Develop evidence-based recommendations for advancing equality and diversity in education.

**Reference Materials/ Books:**

1. Banks, J. A. (2019). *Multicultural Education: Issues and Perspectives*.
2. Gillborn, D., Rollock, N., Vincent, C., & Warmington, P. (2017). *Critical Race Theory in Education*.
3. Slee, R. (2018). *Inclusive Education isn't Dead, it Just Smells Funny*.
4. Nussbaum, M. (2011). *Creating Capabilities: The Human Development Approach*.
5. hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*.
6. UNESCO (2020). *Global Education Monitoring Report: Inclusion and Education*.