

Inclusive Education

“Urban Education in Europe” BIP Keynote Lecture

Wednesday 20 November 2024, 2:00-4:00 p.m. - [CY Gennevilliers Campus](#) - Room B018

“Trust, social capital and relational pedagogy: advancing inclusive and sustainable learning environments for pupils with special educational needs”



Girma Berhanu is Professor of (special) Education at the Department of Education and Special Education, University of Gothenburg, Sweden, where he teaches research method courses and special education. He is fervently engaged in discussion of equity issues in the fields of (special) education. His general areas of research interest are ‘race’, ethnicity, and special education. Of particular interest to him is also “group-based inequalities” in scholastic achievement and minority students’ learning and development in a globalized and post-colonial world. The issues he mainly works with are related to sociocultural factors (including historical aspects and institutional frameworks) that are relevant to education in general and to special education approaches and perspectives in particular. He is a member of an international consortium of equity in special education. The consortium focuses mainly on understanding the Complexities of Inclusive Education from a Comparative Perspective: How Cultural Histories Shape the Ways That Schools Respond to Multiple Forms of Diversity. His Ph.D. and M.A. is from University of Gothenburg and his B.A is from Addis Ababa University.

Abstract: This specific study deals with homework activities for high school students from one of Gothenburg’s suburbs. The ambition of the project and or this case study is to close gaps in the literature on how capital can be developed for socially disadvantaged and students with special educational needs. This has raised a profound eagerness to deepen our understanding of the mentor-student relationships to support cross-cultural efforts.

“Inclusive learning and equity in urban education: Untangling the cultural construction of difference”.



Peter Hick is Professor of Inclusive Education at Edge Hill University in England, where he leads an educational research network addressing equity and social justice issues, with historically minoritised or disadvantaged communities in urban contexts. He is currently working on whole school approaches to developing more inclusive practices with diverse learners; and on intersectional analyses of race, class, gender and disability in relation to school exclusion and disciplinary practices. In his previous posts at the University of Manchester, the University of Birmingham and Manchester Metropolitan University, he has led a range of national and international research projects in the areas of youth justice; digital technologies for inclusive learning; and teacher preparation and development for equity and social justice.

Abstract: In this presentation he will argue that inclusive education can be understood as a struggle for equity and social justice, seeking to address multiple dimensions of inequality. Developing more inclusive practices in urban educational settings therefore requires addressing multiple markers of difference or inequalities, such as multilingualism, class, race or disability for example, that are socially constructed and maintained. He will take examples from international research studies, including his own, to invite participants to consider how these issues are shaped in their own contexts.