STRENGTH THROUGH DIVERSITY: FRAMEWORK AND APPROACH TO INTERSECTIONALITY

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Education for Inclusive Societies: Context

Rising inequality

Demographic, geopolitical and climate changes

Citizenship, trust and identity politics
Phase II: the value added of the Project

1. Develops an **holistic** framework valid across different dimensions, with rigorous definitions of concepts

2. Allows to examine the **intersectionality** across different dimensions of diversity

3. Mobilises already **existing knowledge** and addresses knowledge gaps
How can education systems support the learning and well-being outcomes of diverse populations and be more inclusive?

How can education systems support all individuals so that they are able to engage with others in increasingly diverse and complex societies?

Aim of the Project
Analysis and policy advice geared towards helping governments and schools address diversity to achieve more equitable and inclusive education systems.
Defining **diversity**, **equity** and **inclusion** in education

**Diversity**

Refers to people’s differences that represent *salient dimensions* that define *group membership* (how people perceive themselves or are being perceived).

**Equity**

Equitable education systems are those that ensure the *achievement of educational potential* is not the result of personal and social circumstances, including factors such as gender, ethnic origin, immigrant status, special education needs and giftedness.

**Inclusion**

An *on-going process* aimed at *offering quality education for all while respecting diversity* and the different needs and abilities, characteristics and learning expectations of the *students and communities*, eliminating all forms of discrimination (UNESCO, 2009).
Inclusive education and educational equity

Ensure that the unique knowledge and talents of diverse learners are valued and included in frameworks used to benchmark education quality. The key words here are quality and **self-worth**.

Consider the **social belonging** of individuals to communities and the tensions and opportunities that embracing diversity in education entails.

**Inclusion means achieving equity and ensuring self-worth and sense of belonging.**
FRAMEWORK FOR ANALYSIS
6 dimensions of diversity

- Gender identity & sexual orientation
- Ethic groups, national minorities & Indigenous peoples
- Giftedness
- Migration
- Special education needs
- Gender
Migration-induced diversity

**Characteristics**

- **International** migration
- **Experiences** with migration (foreign-born, child of foreign-born parents, mixed heritage, returning)
- Migration **trajectory** (reason for migration)
- **Age** at migration

**Challenges & Issues**

- **Educational challenges**: low attainment and performance, age differences
- **Related issues**: trauma, discrimination, language barrier, misunderstanding of cultural variations
Ethnic groups, national minorities and Indigenous peoples

Characteristics

• **National minority** is an administrative category to which **ethnic groups** can belong or not
• **Indigenous** peoples: inhabitants prior to colonisation
• Consider diversity between and within these groups

Challenges & Issues

• **Educational challenges**: data collection, access, early dropouts, low performance and attainment
• **Related issues**: discrimination, bullying, language barrier, misunderstanding of cultural variations
Gender

**Characteristics**

- Evolving nature of gender gaps and differences in gender gaps depending on outcome measured
- Issues of gender identity and orientation
- New domains: ICT, digital

**Challenges & Issues**

- *Educational challenges*: Attainment (high and low), boys’ underachievement, girls’ participation in STEM, stereotypes etc.
- *Related issues*: Attitudes and self-beliefs
“Sexual and gender minorities” refers to LGBTI people, that is, lesbian, gay, bisexual, transsexual and intersexual individuals.

- Broad social exclusion, beginning at school.
- Growing evidence on the necessity of inclusive measures.

**Educational challenges:** potential low outcomes, unsafety in the classroom.

**Related issues:** bullying, discrimination, stigmatisation, lack of awareness in broader society.
Special education needs

Characteristics

- **Learning disabilities** (e.g., Dyslexia, Dyscalculia, Dysgraphia)
- **Physical impairments** (e.g., Mobility, visual and hearing impairments)
- **Mental health** (e.g., ADHD, Autism, Depression disorders, Anxiety)

Challenges & Issues

- *Educational challenges*: Access, attainment, achievement, specialised support, data collection, dedicated funding, learning setting etc.
- *Related issues*: Attitudes and self-beliefs, bullying, stigmatisation
Giftedness

**Characteristics**

- Students classified as having significantly **higher** than expected intellectual abilities given their age
- Significant variations in the **identification** process and **cuts-offs** used
- Domain specificity

**Challenges & Issues**

- *Educational challenges*: boredom resulting in bad disciplinary behaviours, underachievement, inadequate educational offerings
- *Related issues*: identification methods, poor social relations, misunderstanding of giftedness
A person can embody **multiple dimensions of diversity**.

This intersection may create situations of specific advantages and disadvantages for individuals and groups.

An intersectionality approach seems like a prerequisite to effective inclusion policies.
Socio-economic status and geographic location

The role of families’ economic, social and cultural capital and location “choices”

Socio-economic status as the lens that “distorts” dimensions of diversity

Dimensions of diversity

Geographic location

The role of geographic location and diversity concentration on inclusiveness in education
Examples of intersectionality of dimensions of diversity

- First-generation immigrant and socio-economically disadvantaged girls coming from countries with strong patriarchal communities
- Boys whose mother tongue differs from the language of instruction who struggle with language acquisition
- Support to guarantee the educational opportunities of a visually impaired boy in a class with a high percentage of immigrant-heritage students
- Recruitment and retention challenges to attract, retain and support minority male teachers
**Intersectionality approach to public policy**

**Identities** overlap and intersect to form complex identities. This creates specific challenges for individuals that lead to new **policy implications**.

“Identify and address the way specific acts and policies address inequalities experienced by various social groups, taking into account that social identities interact to form unique meanings and complex experiences within and between groups in society” (Hanvisky and Cormier 2007: 217)
Overall, the project will strive to consider the intersections between different dimensions of diversity and how they affect policies and practices:

1. Contribute to a better conceptualisation of intersectionality
2. Understand its policy implications for education systems
3. Identify and share existing practices
4. Think about how to operationalise intersectionality
Questions that we are asking about intersectionality

Is there support to guarantee the educational opportunities of a **visually impaired** boy in a class with a high percentage of **immigrant-heritage** students?

Are there policies that address the specific issues **transgender women** from some **ethnic minorities** can face in education?

Are there policies aimed to tackle the issue of **under-represented groups** in **gifted education**?

Are there policies to increase the awareness of **mental disorders** in **ethnic minorities** that are often under-diagnosed?
### Key policy areas to address diversity, equity and inclusion in education

<table>
<thead>
<tr>
<th>1. <strong>Governing diversity, inclusion and equity in education</strong></th>
<th>2. <strong>Resourcing diversity, inclusion and equity in education</strong></th>
<th>3. <strong>Developing capacity for managing diversity, inclusion and equity in education</strong></th>
<th>4. <strong>Promoting school-level interventions to support diversity, inclusion and equity in education</strong></th>
<th>5. <strong>Monitoring and Evaluation of diversity, inclusion and equity in education</strong></th>
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<tr>
<td><strong>1.A Educational goals</strong> and goals for diversity, inclusion and equity (including curriculum policies)</td>
<td><strong>2.A General distribution</strong> of resources and diversity in education [e.g. funding formulas]</td>
<td><strong>3.A Awareness</strong> of diversity in education at the system level [among all students; across society]</td>
<td><strong>4.A Matching resources within schools</strong> to individual student learning needs [allocating teacher resources within schools (e.g. class size); use of space; use of time; ICT resources]</td>
<td><strong>5.A Monitoring and Evaluation</strong> of outcomes of diversity, inclusion and equity at the system level [evaluation of policies and programmes targeted at inclusion and equity; development of indicators; monitoring; reporting on outcomes]</td>
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<td><strong>1.B Regulatory framework</strong> for diversity and inclusion [recognition of diversity and the need for specific provisions; rights of specific student groups]</td>
<td><strong>2.B Targeted distribution</strong> of resources [including matching human resources to schools; programmes to fund provision for specific student groups]</td>
<td><strong>3.B Recruitment, retention, preparation and evaluation of school staff</strong> [teachers, school leaders, support staff, including professional development and mentoring]</td>
<td><strong>4.B Learning strategies</strong> to address diversity [student assessment (including diagnostic assessment); individualised learning; classroom strategies; use of technology]</td>
<td><strong>5.B Evaluating</strong> processes for diversity, inclusion and equity at the local and school level [evaluation of schools and local education administration (their role in achieving inclusion and equity)]</td>
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<td><strong>1.C Responsibilities</strong> for and administration of diversity [distribution of responsibilities; stakeholder engagement; organisation; supervision]</td>
<td><strong>3.C Preparation of all students</strong> for diversity [including student-student mentoring]</td>
<td><strong>4.C Non-instructional support and services</strong> [e.g. career counselling; personal counselling; medical and therapeutic services]</td>
<td><strong>4.D Engagement</strong> with parents and communities</td>
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<td><strong>1.D Education provision</strong> to account for diversity [diversity of offerings; learning setting; choice; and selection]</td>
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Outcomes

How and to what extent is the education system equitable and inclusive?

- **Individual well-being**
  - Academic
  - Psychological
  - Physical
  - Social
  - Material

- **Equity and inclusion within education system**
  - Equity outcomes at system level
  - Inclusion outcomes at system level

How do all individuals engage with others in increasingly diverse and complex societies?

- **Individual outcomes**
  - Labour market outcomes
  - Non-labour market outcomes

- **Cohesion and Inclusion in Society**
  - Social outcomes
  - Diversity-related outcomes
FUTURE ACTION
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<tr>
<th>Work plan</th>
<th>Literature reviews</th>
<th>Synthesise research-based evidence on inclusive education and disseminate this knowledge among countries</th>
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<td>Policy mapping</td>
<td>Identify innovative and successful policy initiatives and practices that promote equity and inclusiveness in education</td>
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<td>Peer learning</td>
<td>Facilitate exchanges of lessons and experiences among countries</td>
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<td>Policy advice</td>
<td>Identify policy options for policy-makers to consider</td>
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Our ongoing work & current plans

**Ongoing work**

- Literature reviews:
  - Roma population in Europe
  - Mapping of policies on SEN
  - ADHD
  - Gifted students
  - Teachers’ recruitment, retention, preparation and evaluation
  - (Mapping of policies on gender)

- Country Reviews

**Future plans**

- Data-driven work:
  - Update the results on students with an immigrant background with new PISA data
  - Explore PISA and TALIS new data to see if there’s room to study our 6 dimensions or their intersection (e.g. gender and mental health (anxiety/bullying)?)

- Literature reviews:
  - LGBTQI+
  - Intersectionality
COMMENTS OR QUESTIONS?
1. Can you think of **gaps** relevant for the Project that are not being covered?

2. Which **intersections of dimensions** could be particularly relevant to study for you?

3. Do you know any **datasets** that could be relevant for a study on any of the six dimensions or on intersectionality?

4. Do you know any **indicators** that currently exist to monitor the inclusiveness of education systems with respect to these dimensions?

5. Do you know any **existing studies** on intersectionality in education (quantitative & qualitative)?
Thank you!

For more information:

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http://www.oecd.org/edu/school/strength-through-diversity.htm