



# OECD Strength through Diversity: Education for Inclusive Societies

Key Policy Questions and Analytical Framework of the Project

Paris 6-7 June

Francesca Borgonovi



## Education for Inclusive Societies: *Overarching Policy Questions*

---

- How can education systems support the learning and well-being outcomes of diverse populations and make systems more inclusive?
- How can education systems support all individuals so that they are able to engage with others in increasingly diverse and complex societies?



## Education for Inclusive Societies

---

- ***Identify*** how education systems can become more inclusive by supporting the learning and well-being outcomes of diverse populations
- ***by*** exploring how education systems can support all individuals to engage with others in increasingly diverse and complex societies
- ***through*** analysis and policy advice geared towards helping governments and schools address equity and diversity to achieve more inclusive education systems.



## Equity in education and diversity

---

- **Educational equity:** can be defined in many different ways but often means supporting all students to reach their *learning potential* without setting formal or informal barriers or lowering expectations based on the dimensions of diversity that apply to a particular student or group of students (OECD, 2012).
- **Equality of opportunities:** individuals' educational outcomes can differ greatly but the distribution of outcomes across population groups should not.
- **Diversity:** salient dimensions that define group membership



## The crossroad between equity and inclusiveness: setting education standards

---

What is intelligence?

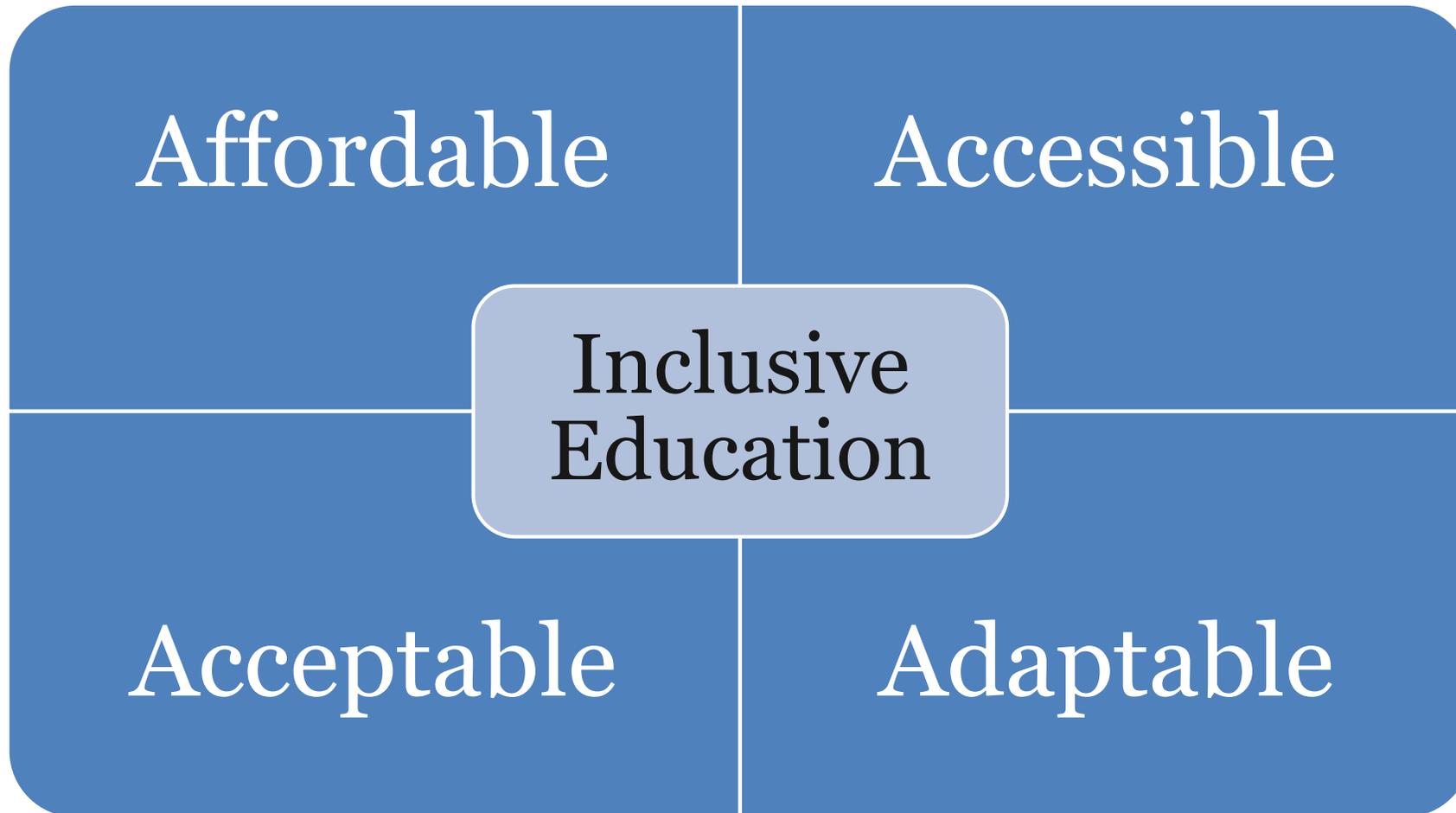
*“Intelligence as a measurable capacity must at the start be defined as the capacity to do well in an intelligence test. Intelligence is what the tests test”*

Edwin G. Boring (1923) *Intelligence as the tests test it*. New Republic 35:35-37.



## A focus on 4As

---





## Inclusive education

---

- Inclusive education aims create systems that are ***affordable, accessible, acceptable and adaptable*** to learners' needs.
- Key to inclusive education are the twin concepts of ***self-respect*** and ***identity***.
- By focusing on individuals' identity and sense of self-worth, the project aims to consider not only normative evaluations of how society's methods for allocating resources can reduce between-group differences in educational outcomes but also support the buy-in of broader community actors to promote long-term social cohesion.



## What is inclusive education?

- An ***on-going process*** aimed at ***offering quality education for all***, respecting diversity and

the different importance of adopting a life-course perspective and learning

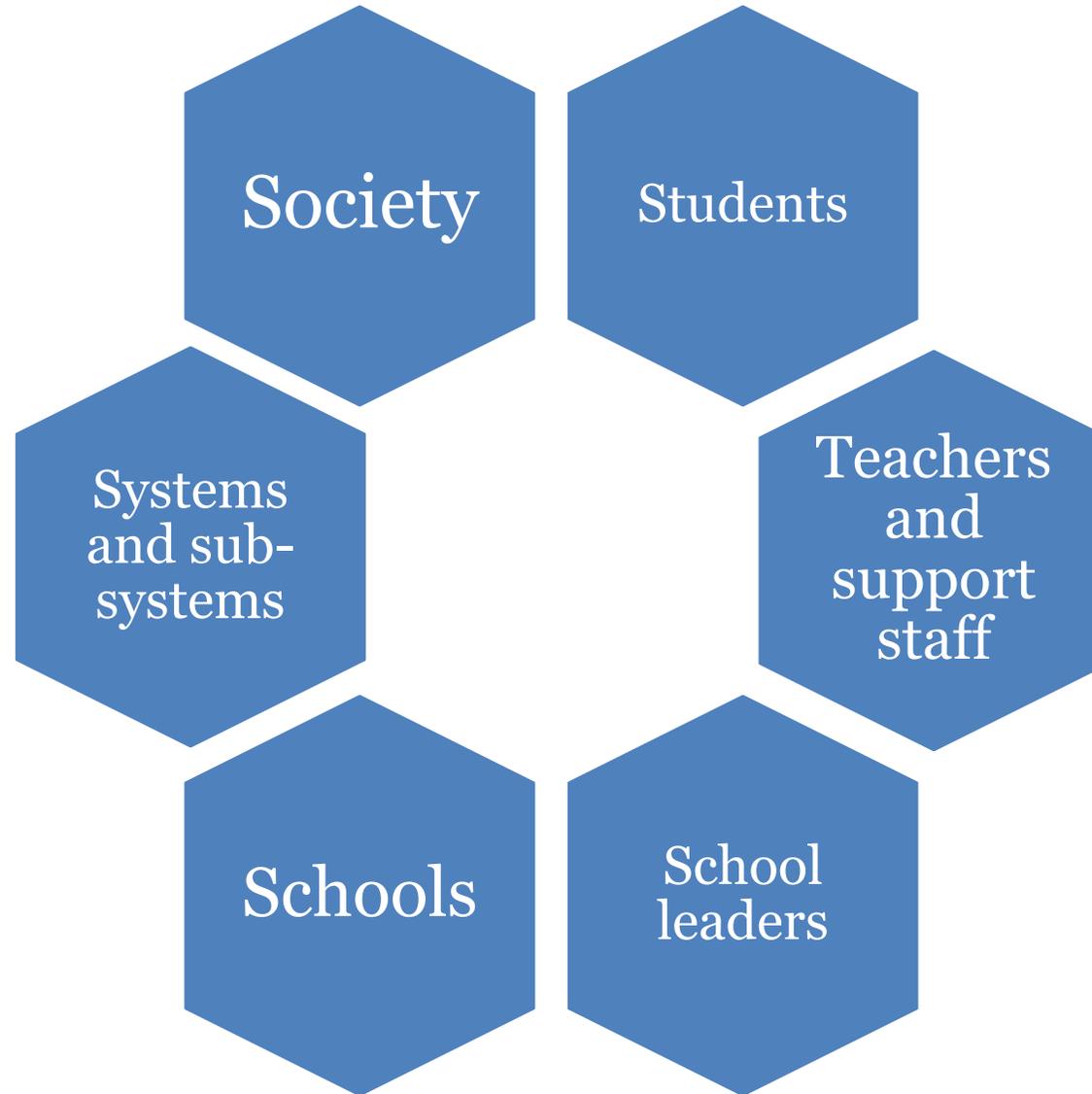
Ensure that the unique knowledge and talents of diverse learners are valued and included in frameworks used to benchmark quality and

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



# An inclusive ecosystem

---





## The two-faces of inclusiveness

---

- Educational goals and standards
- Participation
- *Importance of creating systems that are integrative (i.e. they are organised to create the social conditions for self-respect in which all groups can develop on the basis of their unique experiences) but also ensure that individuals share such learning with others*



# Workplan

## Literature reviews

- Synthesise research-based evidence on inclusive education and disseminate this knowledge among countries

## Policy mapping

- Identify innovative and successful policy initiatives and practices that promote equity and inclusiveness in education

## Peer learning

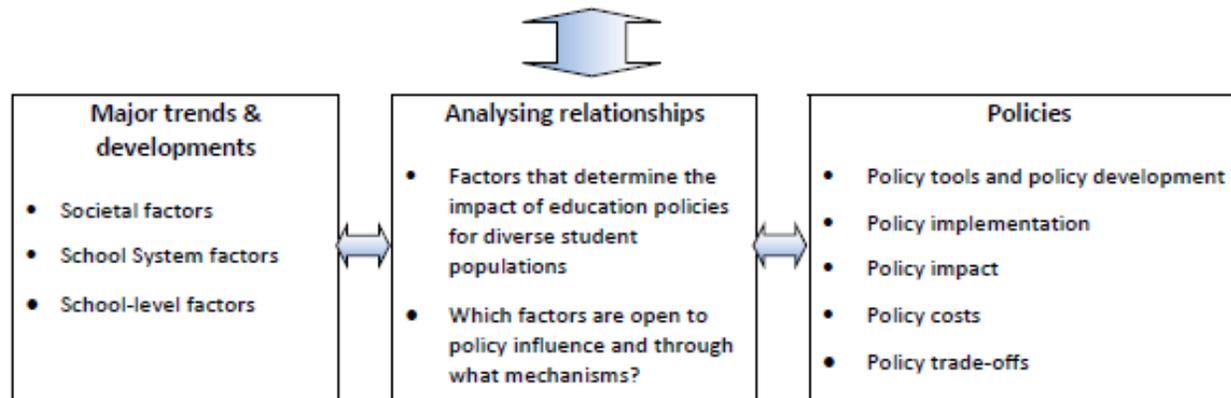
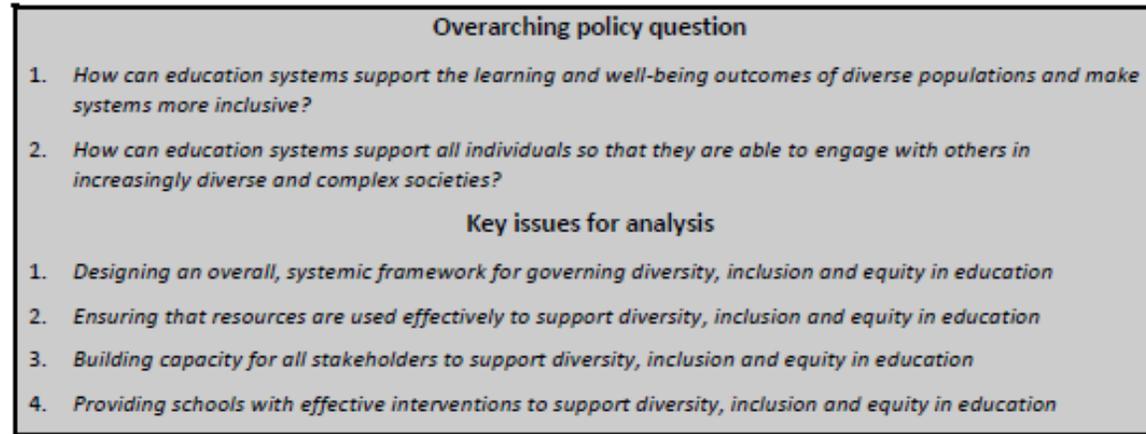
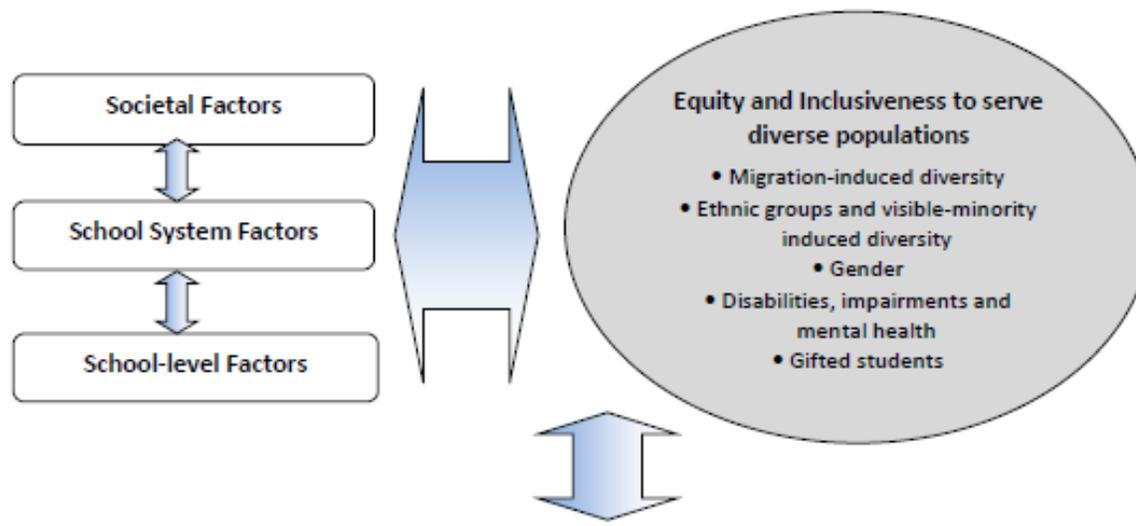
- Facilitate exchanges of lessons and experiences among countries

## Policy advice

- Identify policy options for policy makers to consider



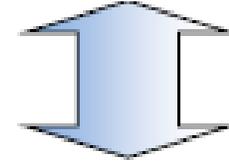
# FRAMEWORK





# Evaluating impact: Dimensions of Well-being

- Academic
- Psychological
- Physical
- Social
- Material

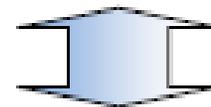


## Overarching policy question

1. *How can education systems support the learning and well-being outcomes of diverse populations and make systems more inclusive?*
2. *How can education systems support all individuals so that they are able to engage with others in increasingly diverse and complex societies?*

## Key issues for analysis

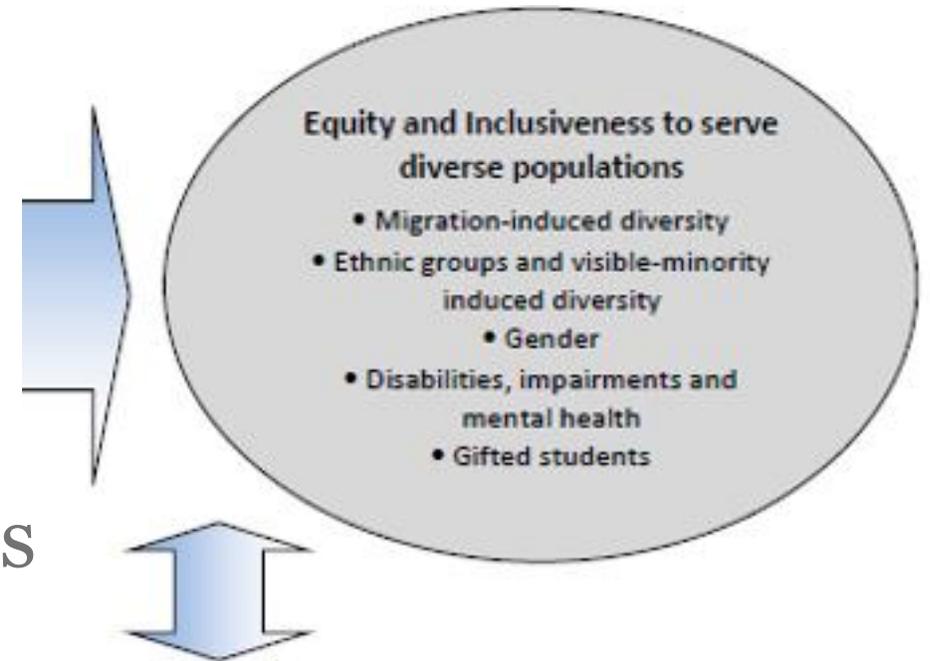
1. *Designing an overall, systemic framework for governing diversity, inclusion and equity in education*
2. *Ensuring that resources are used effectively to support diversity, inclusion and equity in education*
3. *Building capacity for all stakeholders to support diversity, inclusion and equity in education*
4. *Providing schools with effective interventions to support diversity, inclusion and equity in education*





# Dimensions of Diversity

- Migration-induced diversity
- Ethnic groups and visible-minority induced diversity
- Gender
- Disabilities, learning impairments and mental health
- Gifted students





## Migration-induced diversity

---

- International migration
- Experience with migration
  - Foreign-born
  - Child of foreign-born parents
  - Mixed heritage
  - Returning
  - Adoptees
- Migration trajectory (reason for migration)
- Age at migration



## Ethnic groups and visible-minority induced diversity

---

- **Ethnicity** refers to a group to which people belong, and/or are perceived to belong, as a result of certain shared characteristics, including: geographical and *ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language*. Ethnicity is not exclusive, is malleable, is self-determined and is loose (one can be a member of an ethnic group even if not all characteristics of the group are shared).
- **Race** indicates intensity of UV, light intensity and wind power in the region of ancestry of a particular individual. Has a bearing on education policy because of discrimination and racism. Visible-minority used as a term in the project.



## Gender and sexual orientation

---

- Evolving nature of gender gaps and differences in gender gaps depending on outcome measured
- Achievement (domain and point in the performance distribution)
- Attainment (high and low)
- Attitudes and self-beliefs
- New domains: ICT, digital



# Disabilities, impairments and mental health

---

- **Specific Learning Difficulties:** Affect how individuals encode, retrieve and process information. They are neurological in nature and have a genetic component. Independent of intelligence. Co-morbidity.
  - Hyperkinetic Disorder, Autism Spectrum Disorders, Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder; Tourette's syndrome,
  - Receptive and Expressive Language Disorders (e.g. Dyslexia)
  - Dyspraxia or Developmental Coordination Disorder (DCD)
  - Dyscalculia
  - Dysgraphia
- **Physical Impairments:** affect the ability of individuals to access physical spaces due to reduced mobility or to access information that is delivered in specific ways: visual delivery for visual impairments and voice/sounds for hearing impairments. Some specific skills needed to acquire information (e.g. Sign language; Braille, voice recognition software)
  - Mobility impairments
  - Visual impairments
  - Hearing impairments
- **Mental health:** Key features: stigma, stand alone condition or result of other unmet needs of the student.
  - Anxiety
  - Depressive disorders



# Giftedness

---

- Students classified as having significantly higher than expected intellectual abilities given their age as measured in tests, portfolios, observations.
- Various cut-off and reference groups used to define higher than expected
- Domain specificity in giftedness



## The importance of intersectionality

---

- Individuals are complex creatures with as many colours as the rainbow
- While different aspects of identity are more salient in different circumstances (because of internal or external factors) what shapes overall well-being is the complex interplay of different aspects
- The project will strive to consider different dimensions of diversity but also the cumulative or multiplicative effects of different dimensions



## 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
- Recruitment and retention challenges to attract, retain and support visible-minority male teachers
- Support to guarantee the educational opportunities of a visually impaired boy in a class with a high percentage of immigrant-heritage students



## Socio-economic status and the geography of education

---

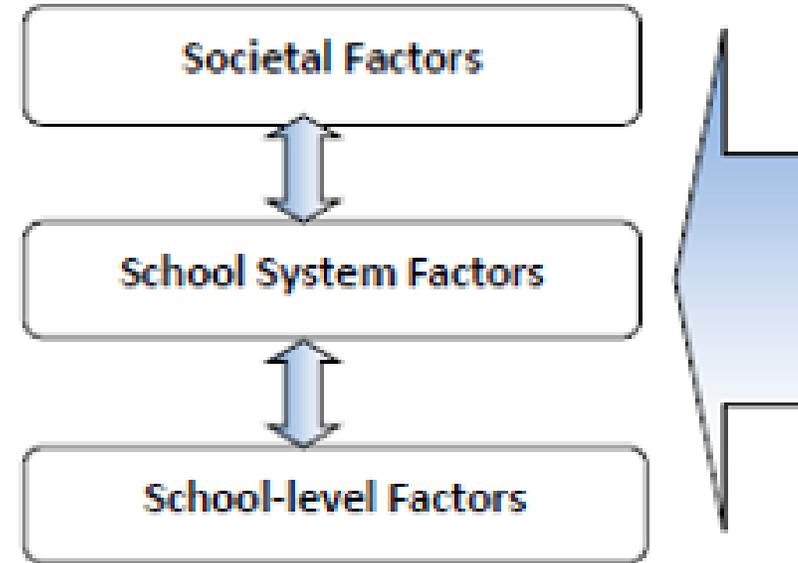
- The role of families' economic, social and cultural capital and location “choices”.
- Socio-economic status as the lens that “distorts” dimensions of diversity: migrant vs. expat.
- The role of geography and concentration on inclusiveness in education



# External conditions and factors that shape outcomes

- **Societal factors:**

- Economic conditions (e.g. income/wealth inequality, economic growth) and labour market trends (levels of employment, job security, employment conditions)
- Demography and cultural diversity (population ageing, international migration, demographic imbalances)
- Political environment
- Role of media and perceptions of schooling
- Social policies

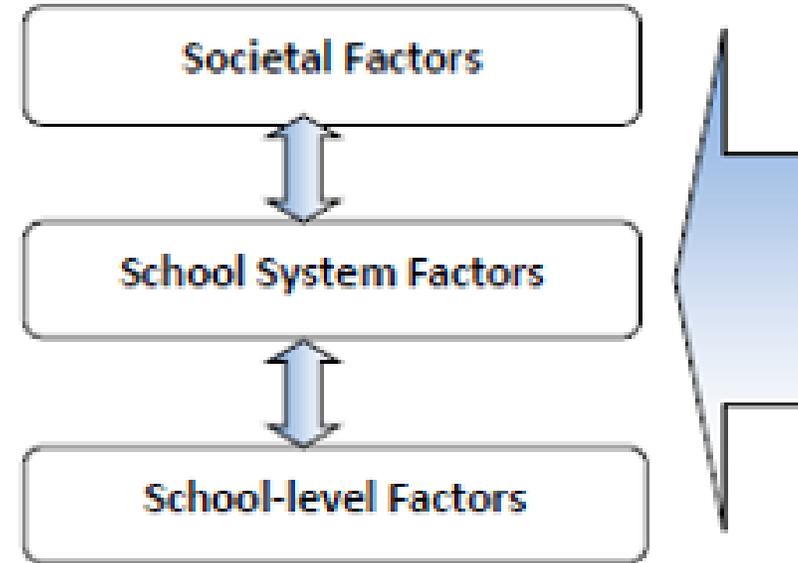




# External conditions and factors that shape outcomes

- **School system factors:**

- Distribution of responsibilities across educational authorities
- School governance
- Structure of schooling
- Curriculum
- School choice
- Incentive structures for teachers and school leaders
- Teacher education and professional development
- Roles of stakeholder groups

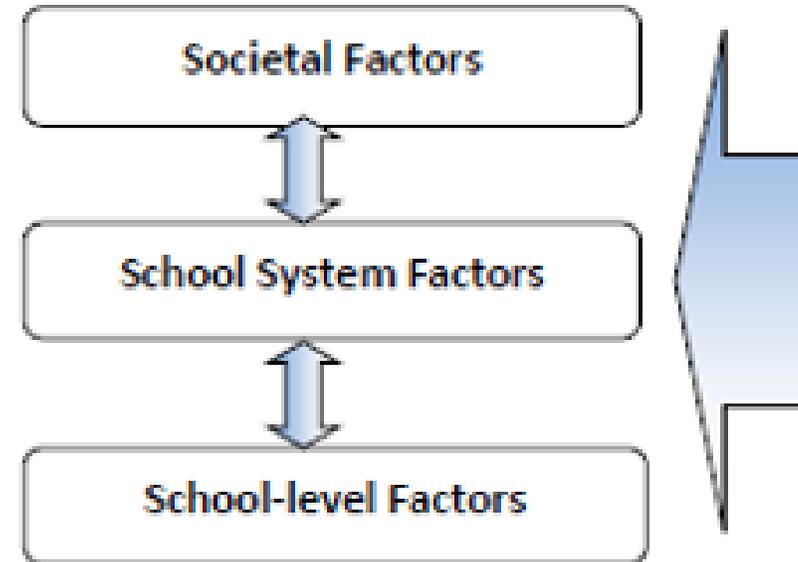




# External conditions and factors that shape outcomes

- **School-level factors:**

- Socio-economic context of schools
- Management, leadership and distribution of responsibilities within school
- Professional activities of teachers and other school staff
- Teaching and learning arrangements
- Family and community engagement
- Learning environment





# Policy levers for inclusion, equity and diversity in education systems

1. Governing diversity, inclusion and equity in education	2. Resourcing diversity, inclusion and equity in education	3. Developing capacity for diversity, inclusion and equity in education	4. Promoting school-level interventions to support diversity, inclusion and equity in education
1.A Educational goals and goals for inclusion, diversity and equity	2.A General distribution of resources (funding formulas)	3.A Awareness of system	4.A Matching resources to individual study learning needs
1.B Regulatory framework	2.B Targeted distribution of resources (including matching human resources to schools)	3.B Preparation of teachers	4.B Allocation of teacher resources to schools (e.g. class size)
1.C Evaluation and monitoring		3.C Preparation of schools, school leaders and students	4.C Engagements with parents and communities
1.D Curriculum policies		3.D Career and educational guidance	4.D Classroom strategies (e.g. early assessment, individualised learning)
1.E Role of evaluation and assessment			4.E Organisation of student learning time and space
<b>Education provision</b> 1.F1 Diversity of offerings 1.F2 Choice and selection			4.F Technology
			4.G Mentoring



# Broad questions for key issue 1: **Governance**

---

- What are the main goals of education for diversity, equity and inclusion?
- What outcomes that reflect diversity, equity and inclusion are being measured?
- What kind of evidence is being collected to assess diversity, equity and inclusion, and how is it used?
- How can assessment and evaluation systems be used to support the development of all learners and the professionalism and well-being of teachers/school principals and support staff?
- In what ways can the national curriculum, recruitment and professional development opportunities reflect the principles of diversity, inclusion and equity?



## Dimension-specific questions for key issue 1: **Governance**

---

- **Overall**

- What guidelines and programmes are developed to promote civic and citizenship education and modules aimed at promoting respect for diversity?

- **Migration-induced diversity**

- What type of education support can students with an immigrant background access at different levels of education (from pre-primary to higher education)?

- **Ethnic groups and visible-minority induced diversity**

- What courses are offered for mother-tongue tuition for students of a different linguistic background?
- What are the effects of different school lunch policies?



# Dimension-specific questions for key issue 1: **Governance**

---

- **Gender and sexual orientation**

- What policies and practices can reduce gender stereotypes in curricula as well as teaching and school practices?
- What policies and practices can ensure that young men and women, irrespective of their sexual orientation, are able to choose any education they may wish to pursue feeling safe and secure?

- **Disabilities, learning impairments and mental health**

- How can education systems meet the educational needs of students with disabilities, learning impairments and suffering from poor mental health?
- What legal frameworks are in place to ensure that children have access to services (such as medical certification), access to specialised services and adequate adaptation to aid their learning and assessment?
- How can education policy support the opportunity for individuals with disabilities, learning impairments and mental health problems to be school leaders, teachers or education support staff?

- **Giftedness**

- What are the main policy approaches used to provide education to gifted students?
- What emphasis do countries place on enrichment and acceleration programmes?



## Broad questions for key area 2: **Resources**

---

- To what extent are all learners seen as being of equal importance educationally?
- How can resources be distributed most equitably across schools so that they reach learners and professionals according to their diverse needs?
- In what ways can resources be targeted to support the participation (and learning) of all students and professionals?



## Dimension-specific questions for key area 2: **Resources**

---

- **Overall**
  - What and how are resources allocated to promote civic and citizenship education and modules aimed at promoting respect for diversity?
- **Migration-induced diversity**
  - How can teachers be effectively matched to schools so that they can support students with an immigrant background?
  - What type of funding formulae ensure that students with an immigrant background and teachers who teach them receive the support they need?
- **Ethnic groups and visible-minority induced diversity**
  - To what extent do different education systems enable direct funding or a favourable tax treatment for schools targeting linguistic minorities or faith-based schools?



## Dimension-specific questions for key area 2: **Resources**

---

- **Gender**

- How can under-represented groups such as men be attracted to the teaching profession?

- **Disabilities, learning impairments and mental health**

- How can service provision be effectively resourced to ensure that students and professionals with disabilities, learning impairments and mental health achieve their academic potential but also enjoy good psychological, social, physical and material well-being?

- **Giftedness**

- What, if any, additional resources do countries attribute to gifted students and what are they used for?



## Broad questions for key issue 3: **Capacity-building**

---

- How can education authorities and stakeholders develop relevant skills and competencies so that diversity and inclusion are effectively addressed?
- What preparation and experience ensure that teachers, school leaders and other professionals are able to promote equity and inclusion in diverse classrooms and schools?



# Dimension-specific questions for key issue 3: **Capacity-building**

---

- **Overall**

- What training modules are organised in initial teacher training or professional development to ensure that all teachers can integrate a competency-based approach in their subject promoting the development of civic and citizenship awareness and respect for diversity in their students?

- **Migration-induced diversity**

- What are effective methods and programmes to train teachers for migration-induced diversity in the classroom and to attract and support them in the teaching profession?

- **Ethnic groups and visible-minority induced diversity**

- What training do teachers and other school staff receive to support diverse ethnic groups (students but also fellow teachers and education professionals)?
- 



## Dimension-specific questions for key issue 3: **Capacity-building**

---

- **Gender**
  - How can teachers learn to become aware of their own gender biases and stereotypes?
- **Disabilities, learning impairments and mental health**
  - How can school leaders be prepared to promote the achievement and overall well-being of students with disabilities, learning impairments and mental health needs?
- **Giftedness**
  - How can teachers and school leaders best support gifted students, and what specific training do they require to do so?



## Broad questions for key issue 4: **School-level interventions**

---

- What school-level interventions can help promote inclusive and equitable education?
- How can resources be distributed to schools so that they can reach diverse learners and professionals?



## Dimension-specific questions for key issue 4: **School-level interventions**

---

- **Overall**
  - How are class allocations organised? How are educational transitions for diverse groups of students facilitated?
- **Migration-induced diversity**
  - How are students with an immigrant background distributed across learning groups and grades?
- **Ethnic groups and visible-minority induced diversity**
  - Do education systems promote parental and community level engagement as a way to promote interethnic contact?



## Dimension-specific questions for key issue 4: **School-level interventions**

---

- **Gender**

- What mentorship programmes can schools offer to students at risk of not achieving their potential or of being bullied because of their gender identity and sexual orientation?

- **Disabilities, learning impairments and mental health**

- How are the parents of students with disabilities, learning impairments and mental health supported?
- What accommodations are available for professionals with disabilities, learning impairments and mental health conditions?
- How can digital technologies support effective educational responses for students and the teaching practices of teachers with physical disabilities, learning impairments and suffering from poor mental health?

- **Giftedness**

- Can programmes developed for gifted students be implemented to support other groups of students, such as high-achieving students in low-performing schools?



Thank you!

