



9TH POLICY FORUM OF THE STRENGTH THROUGH DIVERSITY PROJECT

A short introduction to the Project and work on inclusion indicators

Lucie Cerna (*Project Leader, Directorate for Education and Skills*)

15 March 2022



Strength through Diversity: Education for Inclusive Societies project: **Overarching Policy Questions and Objectives**

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).



Value added of the project

1

Develops a **holistic framework** to analyse diversity in education valid across its different dimensions, with rigorous definitions of concepts

2

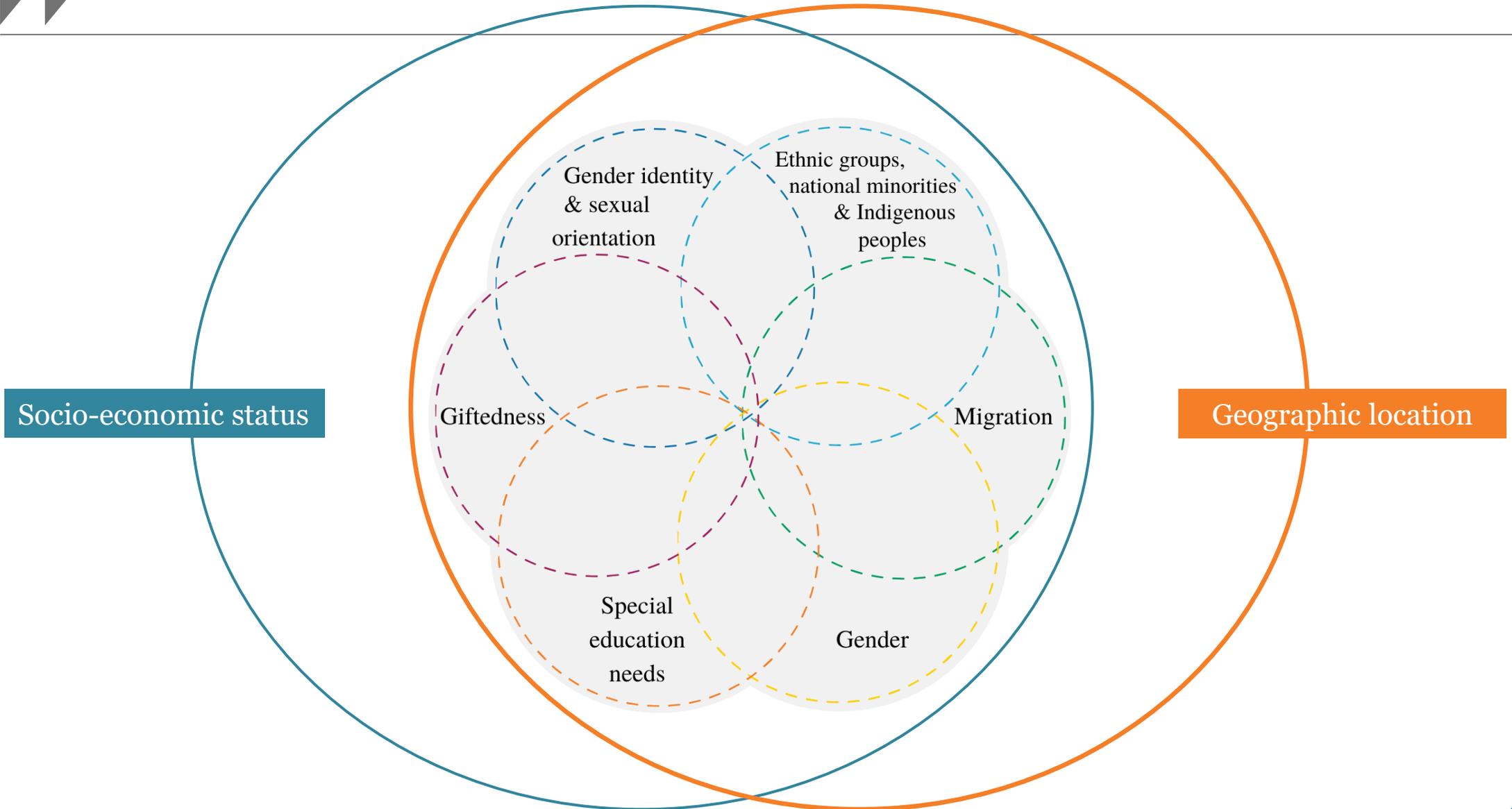
Allows to examine the **intersectionality** across different dimensions of diversity

3

Mobilises **already existing knowledge**, integrates it within a **common framework** and addresses **knowledge gaps**

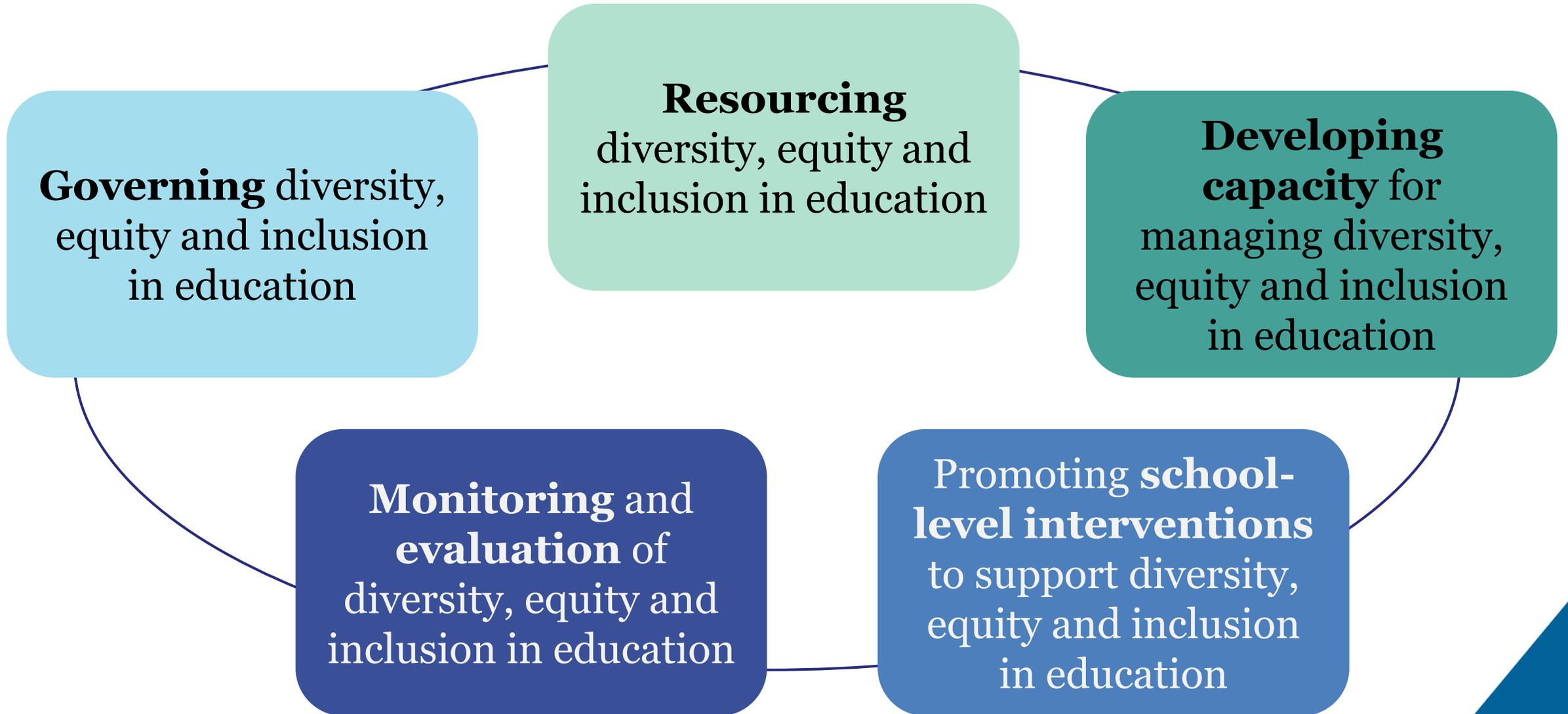


6 Dimensions of **diversity** and 2 **overarching factors**





Key policy areas to address diversity, equity and inclusion in education





INDICATORS OF INCLUSION IN EDUCATION: A FRAMEWORK FOR ANALYSIS



An overview of the paper

1. Defining the setting

1. An evolving concept
2. Typologies of indicators
3. Rationale
4. Characteristics

2. Designing a framework

1. Inputs
2. Processes
3. Outcomes

3. Implementing indicators: some considerations

1. Possible uses of indicators
2. Disaggregating data
3. Considering intersectionality



The first challenge: defining concepts

There is **not** a single codified or shared **definition** of indicators of inclusion in education in literature or policy.

How to define them?

1. Consider how they are used
2. Differentiate them, where possible, from other typologies of indicators

Indicators of **integration**: generally used in relation to **immigrant and refugee students**. While the concept of integration relates to SEN too, such indicators are not widespread in the literature

Inclusion takes a more **holistic** approach and concerns **all** students (although focusing on vulnerable ones)

Indicators of **equity** are generally understood as:

- A basic minimum standard of education for all
- Fairness or equality of condition

Inclusion goes beyond minimum outcomes, emphasising educational **processes** and student **well-being**



The rationale for developing indicators of inclusion

1

Indicators can be major drivers of policy reforms and help outline policy goals

2

Countries should measure what they value rather than valuing what they measure

3

Need to analyse data on the most excluded groups can lead to new data collections

4

Flagging barriers and challenges for certain groups can trigger policy responses

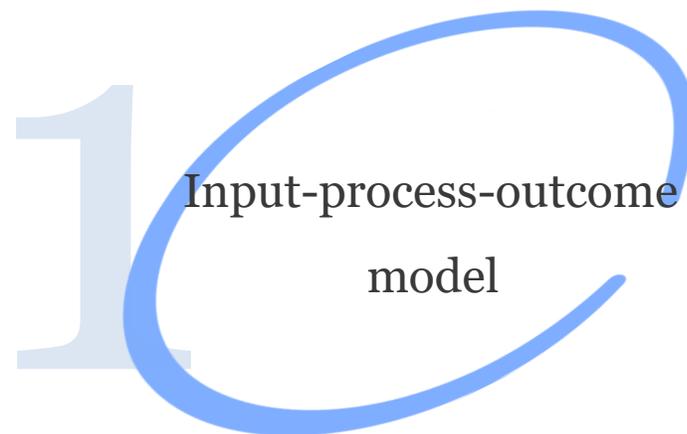
Plus, indicators can serve various purposes (discussed later)



How to set up indicators?

Designing a **conceptual framework** to guide the development of indicators is common practice and a valuable tool

A large part of the literature applies **2** frameworks when discussing the development of inclusive education

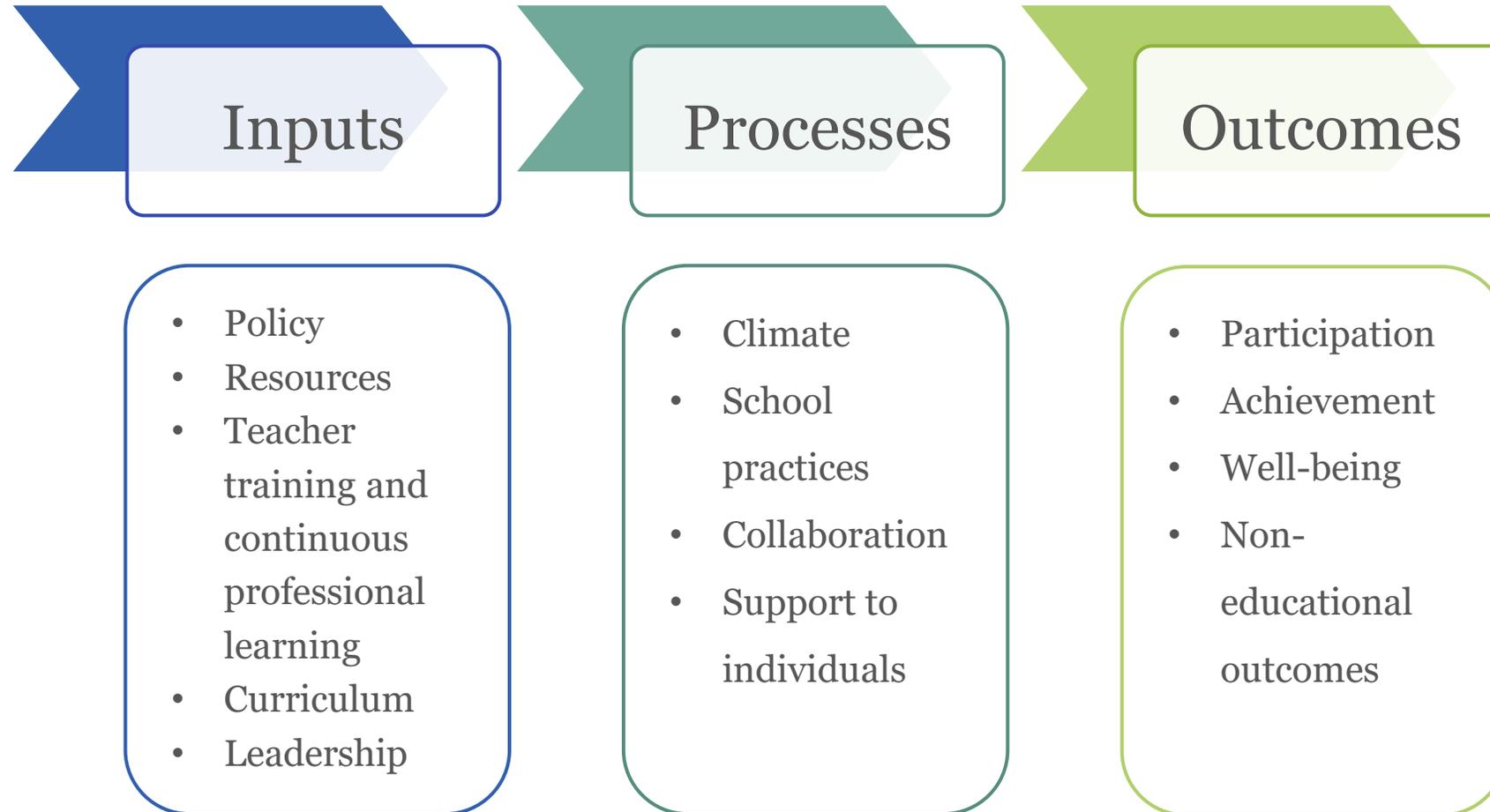


Systemic levels:

1. Micro
2. Meso
3. Macro



Adapting the input-process-outcome model





Inputs

Inputs

Policy: Are school buildings physically accessible to all? Is information on the school accessible (e.g. Braille, various languages)?

Resources: Percentage of schools with adapted infrastructure and materials for students with SEN and other student groups

Teacher training and continuous professional learning: teachers' participation or need for professional development; Teachers' self-efficacy in teaching multicultural classes

Curriculum: does the curriculum reflect the varied background of students? Do teachers adapt the curriculum to provide accommodations and modifications to students that necessitate them?

Leadership: school leaders attitudes towards inclusion; knowledge in areas related to inclusion and different collaborative models (co-teaching, consultation, effective use of teacher assistants, etc.).



Processes

Processes

Climate: Do students feel “unsafe in school because of personal characteristics, such as sexual orientation, gender expression, or race/ethnicity”?; Teachers’ attitudes towards inclusion and diversity (e.g. SACIE scale)

School practices: % of principals reporting that teachers in their schools are teaching students to be inclusive of different socio-economic backgrounds, etc.; Alternatives to suspension/expulsion are provided in the system/school

Collaboration: is support for vulnerable students viewed as responsibility of all the school staff; do teaching assistants have opportunities to consult with other staff about strategies to help them work with all students in their classroom

Support to individuals: availability and use of assistive technology; teachers plan and present information in multiple ways, taking cultural, socio-economic status, and other diversities into account



Outcomes

Outcomes

Participation: percentages of students with SEN in mainstream classes; indicators of segregation for diverse groups of students: isolation index in schools for immigrant students and students from a lower socio-economic background; Roma students isolation, ethnic groups concentration

Achievement: graduation rates, university enrolment and completion, participation in ECEC, truancy, repetition and dropouts

Well-being:

- Individual level: sense of belonging, life satisfaction and meaning in life, career expectations, fear of failure; mental health, rates of suicide and self-harm
- School level: experiences at school for bullying (“% who experienced bullying in the last 12 months”) and discrimination (“% who experienced discrimination in the last 12 months”); perceived support of their cultural identity

Non-educational outcomes: (gender, ethnic) gaps in earnings, labour force participation and income; poverty risk; health outcomes; life expectancy; trust; voting, volunteering; social cohesion



How can they be used?

Monitor

Key indicators (e.g. by group)
Changes in different areas, which can alert policy-makers of impending problems

The impact of educational reform efforts
Against other systems or parts of the systems to encourage improvement

Measure

Fund

Account for specific needs through funding schemes or formulae

To feed into teachers and schools' development

Self-evaluations



Final considerations

Disaggregating data

Need to balance the need for more disaggregated data to monitor and target students that require it, with:

- collection costs,
- sensitivity/privacy issues,
- labelling risks

Intersectionality

Policy makers could consider, when designing data collections for the development of indicators of inclusion, which intersections of individuals' characteristics may create particular challenges/barriers



Thank you!

For more information:



Lucie.Cerna@oecd.org



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