



STRENGTH THROUGH DIVERSITY: EDUCATION FOR INCLUSIVE SOCIETIES

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Phase II (2019-): the 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**



Education for Inclusive Societies: *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?



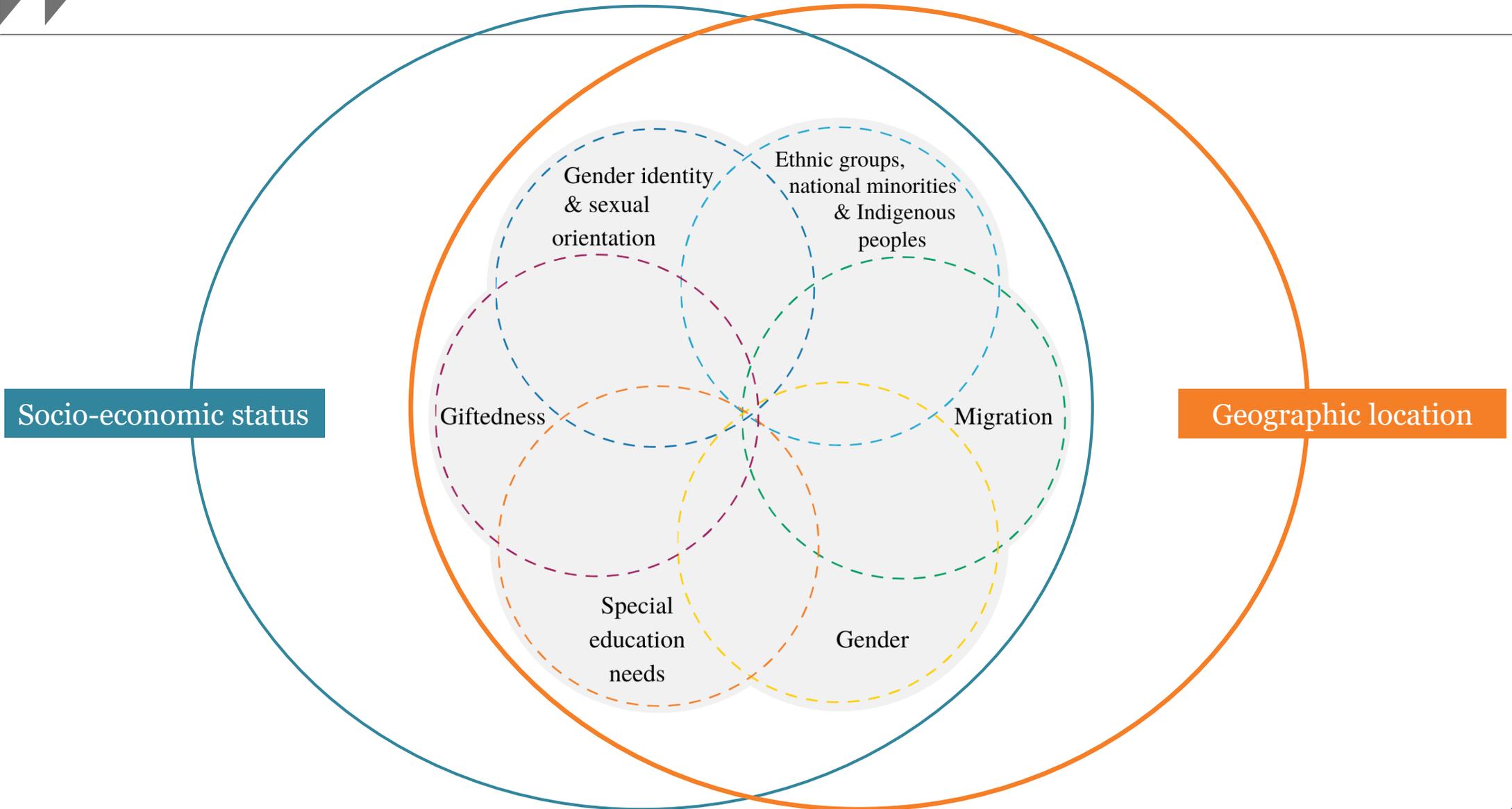
Aim of the Project

Analysis and policy advice geared towards helping governments and schools address diversity to **achieve more equitable and inclusive education systems.**





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





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

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



THE OECD STRENGTH THROUGH DIVERSITY POLICY BRIEF

*I. How can countries and schools ensure equity
and inclusion in education during school closures?*



Diverse student groups have faced great challenges during the lockdown

Immigrants, ethnic groups, Indigenous communities

- Lack of access to an electronic device or internet connection
- Precarious housing prevents good learning conditions
- Language barriers
- Living in remote areas
- Discrimination intensified in some context

SEN

- Lack of accessibility to particular technology and extra services
- Parents might not be equipped to support their children with SEN
- Stressors may worsen symptoms for people that are affected by mental disorders

Gender

- Gender roles may affect engagement in education
- Gender gaps may worsen
- Increase of domestic violence

LGBTQI+

- Increase of domestic violence (no safe space)
- Stronger levels of depression and anxiety
- Higher rates of suicidal ideation, attempts, and completions
- Difficult or no access to hormones



Socio-economic status and geographic location

Responsible for **inequities** and wide **educational gaps** in academic performance already **before** the crisis

The **intersection** with other characteristics can **amplify the disadvantage** of students

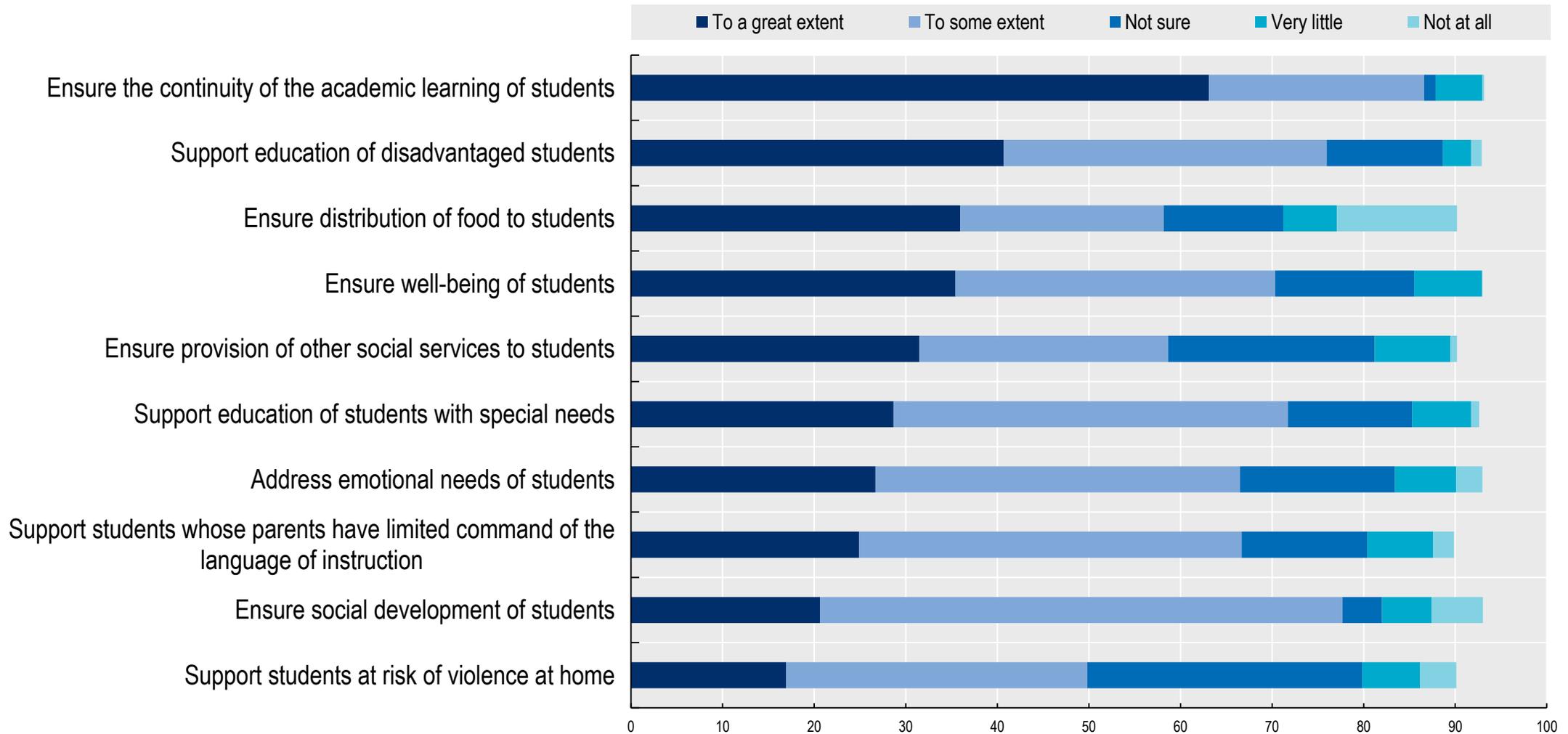
Can be **instrumental** in **identifying** disadvantaged groups and **targeting** them with specific policies...

... but attention is needed to **avoid overlooking** diverse groups' specific issues

Common issues during closures are: access to ICT and internet connection, proximity to extra services, access to meals, etc..



Countries' priorities in strategies of education continuity



Source: Based on data collection produced for the “A framework to guide an education response to the COVID-19 (Reimers and Schleicher, 2020)



Policy Areas Identified for a Holistic Approach

Equitable and inclusive access to good learning conditions

Equitable and inclusive access to digital learning resources

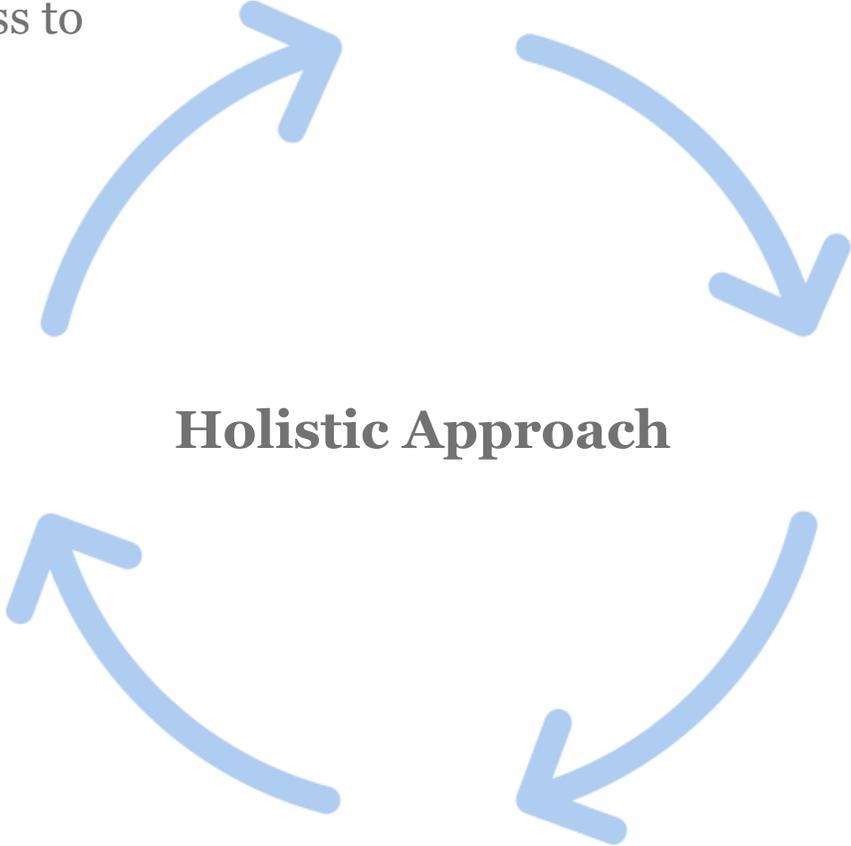
Support to and by teachers

Information to students and their families in different languages

Equitable and inclusive access to extra services for vulnerable students

Meeting socio-emotional needs

Holistic Approach





OECD Countries' policies and initiatives to support vulnerable students during school closures

Equitable and inclusive access to digital learning resources

- Partnership with educational media
- Free online resources
- Targeted distribution (devices, connection)



Information in different languages

- Ongoing multi-lingual communication on health and education
- Multi-lingual learning resources for non-native language speakers

Support by and to teachers

- Making appropriate resources for teachers available (guidelines)
- Supporting teachers' socio-emotional well-being
- Initiatives for vulnerable students
- Supporting teachers' socio-emotional well-being

Socio-emotional needs

- Counselling options
- Socialisation opportunities
- (Age-appropriate) tools to discuss COVID-19





THE OECD STRENGTH THROUGH DIVERSITY POLICY BRIEF

*II. How can education systems support
vulnerable students with the re-opening of
schools?*



Impact on education – Academic outcomes



- **Learning loss** (reading and mathematics) might be substantial for most students but **particularly severe for vulnerable student** populations (Hanushek and Woessmann, 2020; Maldonado and De Witte, 2020; National Foundation for Educational Research, 2020)
 - A study in the United Kingdom shows that teachers reported that **62% of “vulnerable students” and 58% of students with SEN were less engaged** in remote learning than their classmates (National Foundation for Educational Research, June 2020)
 - In France, a study, conducted in September 2020, showed that students in CP and CE1 had **experienced significant losses in terms of performance** in 2020 compared to 2019. But a recent study from January 2021 shows that **these gaps** in CP **seem to have been reduced**, even closed. But gaps in students’ performance between disadvantaged schools and other schools remain quite significant (French Ministry of Education, January and March 2021).
- ➔ In many countries, studies are on their way. More research is needed to have a clear idea on the impact of COVID-19 on the learning of students and the differences between groups.



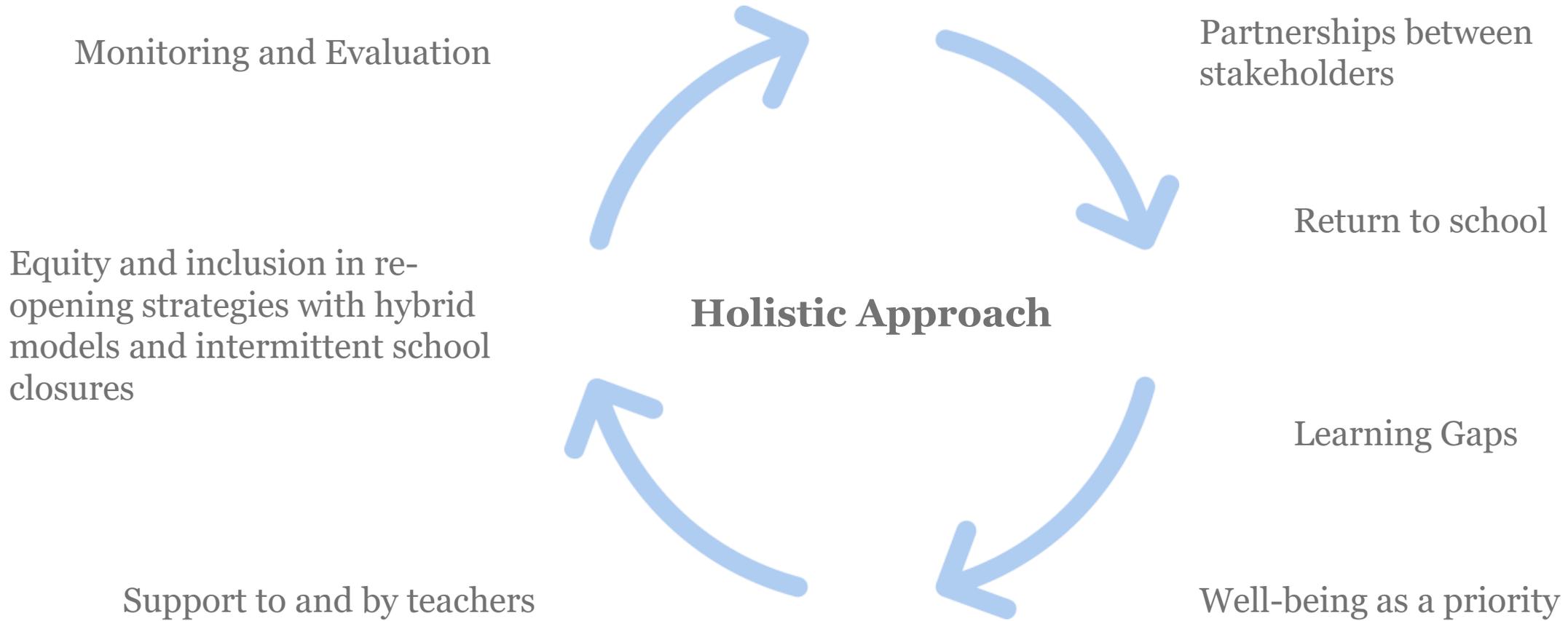
Impact on education – Mental health and socio-emotional well-being



- In the United States, in a survey of 3,300 high school students almost **33% reported feelings of depression and anxiety since school closing** (America's Promise Alliance, 2020), and students who are **women, Asian, and of below-average socioeconomic background** were most affected (Browning, et al., 2021)
 - In Switzerland, a study of university students reported that **students became more depressed, stressed, and lonely** between September 2019 and April 2020 (Elmer, et al., 2020)
 - In the United Kingdom, in a poll of >2,000 13- to 25-year-olds with existing mental health problems, **81% reported the pandemic had worsened their mental health**, and in later survey, **67% believed the pandemic will have a long-term negative effect** (Young Minds, 2020; 2021)
- ➔ Mental health and socio-emotional outcomes often do not receive enough attention, but studies show a negative impact due to the COVID-19 pandemic. More research can show between-group differences and impacts on broader socio-emotional outcomes.



Policy Areas Identified for a Holistic Approach





Supporting vulnerable students during school re-opening: **Cooperation**, including all stakeholders

Between **Ministries**

- Mainly Ministries of Health and Education
- To design re-opening strategies

With **teacher unions**

- Via formal and informal policy dialogues
- Design re-opening strategies & ensure implementation of equity and inclusion policies



With **associations**

- Through material/financial support
- To reach most people on the ground

Whole-community approaches

- Through ongoing communication
- To foster socialisation and sense of belonging



Addressing learning gaps

What are some **policy options**?

- **Summer schools**
- **Accelerated education programmes**
- **Universal design to curricula**
- After-school **tutoring** and **study classes**
- **Informal learning**



Examples of **country initiatives**

- In Germany, the Ministry of Education in the state Rhineland Palatine offered EUR 500 000 to fund a **summer school** to enable students to catch up before the new school year
- **Special programmes** for the most disadvantaged students in England
- France to finance **1.5 million additional hours for teachers** to support students after school hours

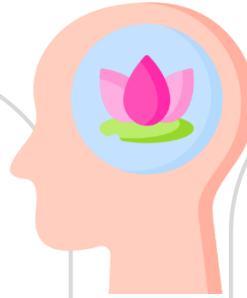


Ensuring that the **well-being** of students remains a priority

Special focus on **socio-emotional well-being**

- Provision of **psychological support**
- Responding to **socialisation** needs
- Building a **sense of community**
- **Instruct** teachers and parents on **how to communicate** with children about mental health issues

Example: England instructed teachers to use 'well-being guides' to help children understand what's going on and talk about their feelings



Providing **equitable and inclusive access to extra services**

- Continuing and adapting existing **financial support** to vulnerable children and families
- Cash **transfers** and **parenting programmes**
- **Free school meals** distribution

Example: Canada to provide CAD \$75.2 million to Indigenous post-secondary students. Plus, added student loans waivers and increased student grants



Support by and to **teachers** and **school leaders**

Teachers expressed

- A high level of **stress**
- A need for **stronger support** from education authorities
- A need for more **accessible resources**
- A need for **capacity building**

(School Education Gateway, June 2020)

- Need to provide them with the **necessary resources to support all learners** and **ensure their well-being** at school

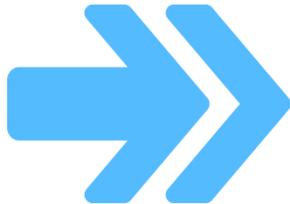
What are some **policy options**?

- Guidelines for safe school re-opening, **focus on vulnerable students** (United Kingdom)
- **Emergency fund for the well-being** of students and teachers (New Zealand)





Main gaps identified and suggestions

- Encouraging **return** to schools
 - Equity and inclusion in re-opening strategies with **hybrid models** and **intermittent school closures**
 - **Monitoring and Evaluation**
- 
- System of **incentives** to promote attendance, in particular for more vulnerable students
 - Further improving the **access** to and **quality** of **distance learning**
 - Placing vulnerable students as a priority in **hybrid model strategies**
 - Monitoring and evaluating the impact of initiatives implemented during the crisis, identifying gaps and collecting **disaggregated data**



Thank you!

For more information:



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



SESSION 1. SHAPING FUTURE EQUITY AND INCLUSION POLICIES IN EDUCATION

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Presentations

- **Halsey Rogers** (Lead Economist), World Bank: Realising the Future of Learning
- **Manos Antoninis** (Director), UNESCO Global Education Monitoring Report: Education post-COVID-19
- **Stefaan Hermans** (Director of Policy Strategy and Evaluation, Directorate-General for Education, Youth, Sport and Culture), European Commission: Achieving the European Education Area by 2025