

**STRENGTH THROUGH DIVERSITY**



# Education for Inclusive Societies

In complex and diverse societies, how can our education systems:

- Support the learning and well-being outcomes of all people?
- Equip all individuals to engage constructively with others?



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# AT A GLANCE

The first phase of the OECD Strength through Diversity Project, *The Integration of Immigrants and Refugees in Schools and Training Systems*, provided evidence to help countries put in place or scale up integration policies to support immigrants and promote social cohesion. However, migration is only one of the many dimensions of diversity that can affect the well-being of students, social cohesion and requires consideration in education systems.

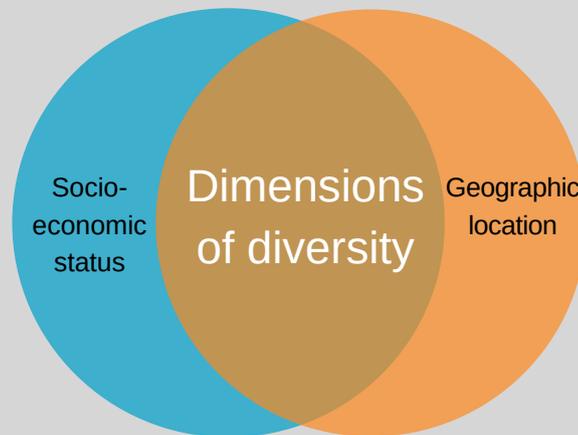
The second phase of the project, *Education for Inclusive Societies*, establishes one holistic framework that allows to analyse a wider range of diversity dimensions, their intersections with one another and within the diverse parameters of socio-economic status and geographic location. The objective is to ensure that all education systems are more **accessible, acceptable, adaptable and affordable** to the needs of all learners.

## Why focus on education for inclusive societies?

Major global developments of our time, such as climate change and demographic shifts, have contributed to the increasing diversity found in our countries, communities and classrooms. These changes warrant reflection about the implications diversity has for education systems and conversely, the potential role education can play in shaping these trends and building more sustainable, cohesive and inclusive societies for tomorrow.

### DIMENSIONS OF DIVERSITY:

**Migration**  
**Ethnic groups, national minorities and Indigenous peoples**  
**Gender**  
**Gender identity and sexual orientation**  
**Special education needs**  
**Giftedness**



### KEY POLICY ISSUES:

**Governance**  
**Resourcing**  
**Capacity building**  
**Supporting Schools**  
**Monitoring and Evaluation**

## METHODOLOGY

Desk-based analysis, country reviews and policy fora will be used to share experiences and explore the interplay between different dimensions of diversity. Work consists of three overlapping phases:

### ANALYTICAL PHASE

To draw together data and evidence-based policy lessons from international data, research and analysis – to understand factors that shape equity and inclusiveness in education to support diverse populations, the associated challenges and possible policy responses.

### COUNTRY REVIEW PHASE

To provide policy advice to individual countries tailored to the diversity and inclusion issues of interest in those countries, on the basis of the international evidence base, combined with evidence obtained by a team of experts visiting the country.

### SYNTHESIS PHASE

A comparative analysis blending analytic and country review evidence and insights from the policy fora to provide an overview of common challenges and policy considerations for all countries.

## DELIVERABLES

A number of outputs will be designed to assist with policy making and the examination of different approaches in the area of inclusive education:

- A stock-take of current policies and practices in countries
- Policy fora and proceedings
- Working papers addressing specific policy aspects of inclusion and equity in education
- Country background reports
- Country review reports
- Meetings of country representatives to review progress and share experiences
- A typology of approaches to examine inclusive education in as many countries as possible
- A comparative synthesis report or a series of thematic comparative reports