OECD Strength through Diversity: Education for Inclusive Societies Project

Guidelines for Country Background Reports

This document provides guidelines for the preparation of Country Background Reports for Strength through Diversity: Education for Inclusive Societies Project. These guidelines incorporate comments received after the 2nd Meeting of Country Representatives on 3 March 2020 at the OECD Headquarters.

Paulo Santiago, Head of Division, Policy Advice and Implementation Division, Directorate for Education and Skills, Paulo.Santiago@oecd.org
Lucie Cerna, Project Leader, Directorate for Education and Skills, Lucie.Cerna@oecd.org
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Strength through Diversity: Guidelines for Country Background Reports

Introduction

The OECD Strength through Diversity: Education for Inclusive Societies Project will provide analysis and policy advice to help governments and schools address diversity to achieve more equitable and inclusive education systems. An important part of the Project consists of collecting information on country approaches to diversity, equity and inclusion and the evidence of their impact. There are key differences between countries with respect to aspects such as dimensions of diversity and the objectives of the education system for equity and inclusion. The Project intends to provide a stock-take of current policies and practices in countries, identify innovative and successful initiatives, and analyse the effectiveness of policies.

With these objectives in mind, the Secretariat will collect information on country approaches to diversity, equity and inclusion through the preparation of Country Background Reports (CBRs), to enable countries to set their approaches in proper context. These will be prepared following the guidelines provided in this document. The CBRs respond to a common set of issues and questions, follow a common analytical framework to facilitate comparative analysis and maximise the opportunities for peer-learning between and within countries.

All countries actively engaged in the project (opting for a Country Review or opting for participation in the analytical strand (preparation of CBR)) are required to prepare a CBR. This is part of the effort to collect information from as many Member and Partner countries as possible, in ways that minimise the burden on countries and make it easy to share and add to the public knowledge base.

Purpose of the Country Background Report

The Project is using an analytical framework to help countries assess: (i) how to govern at the system level the response to diversity and promote equity and inclusion in education; (ii) how to distribute resources to respond to diversity and promote equity and inclusion in education; (iii) how to build capacity in the system to deal with diversity and achieve equity and inclusion (iv) how to support schools in managing diversity, equity and inclusion (v) how to monitor and evaluate diversity, equity and inclusion in education. The guidelines for the CBR have been designed in line with the Analytical Framework for the Project, described in the Design and Implementation Plan for the Project [EDU/EDPC(2019)11/REV1]. The CBRs will provide in-depth analysis of context, key factors and policy responses in individual countries. They offer an invaluable source of information on diversity, equity and inclusion and greatly facilitate the analysis to be developed within the Project.

The CBR is intended for four main audiences:

1. The Secretariat and OECD Member and Partner countries as an aid to sharing experiences, and identifying common challenges and policy options. It will also provide important background material for the final synthesis work;

2. The team of external reviewers who will visit the country concerned (for those countries opting for a Country Review) - the CBR will assist to identify issues that should be explored, the policies that should be examined, and the consultations that should be held;

3. Those interested in diversity, equity and inclusion issues within the country concerned – the CBR can be an important means of focusing national attention on key issues that need to be addressed and drawing attention to policy initiatives; and

4. Those interested in diversity, equity and inclusion issues at the international level and in other countries – subject to countries’ approval, all CBRs will be placed on the OECD website and their availability widely disseminated.

To serve these purposes and to reach these audiences, each CBR will need to be a coherent, self-contained document and not solely a series of responses to questions. To maximise the opportunities for countries to learn from each other, the CBRs will need to be prepared according to a common framework and structure, and written in an accessible style.

The questions posed in these guidelines are intended to draw out coherent analyses and discussions on the key policy issues. Responses to questions may be combined, rephrased or expanded in the light of national circumstances. The key requirement is that, to the extent possible, the issues underlying the questions are addressed in the CBR. In addition, if an important issue for diversity, equity and inclusion in the concerned country is not mentioned in these guidelines, it should still be addressed in the CBR.

**Time schedule and deadlines**

The CBR is likely to take around three months to complete (one month for data collection, one month for drafting the main text and one month for proofreading and revising with various stakeholders involved). A draft of the CBR should be ready at least one month prior to the OECD team making its country review visit. It is possible to schedule more than three months for preparing the CBR if a country wishes to take more time.

In principle, the Secretariat will publish the CBRs on the OECD website no later than two months after the country visit. However, the Secretariat will set the appropriate publication schedule with respect to legislative regulations and rules of each country where needed. Each country has the right and opportunity to revise their CBR, if necessary, within this two-month period after the completion of the OECD diagnostic visit.

**Process for the CBR preparation**

National authorities will determine the process for commissioning and supervising the preparation of the CBR. The national authority may decide to prepare the report in house or to commission it to a researcher (or a group of researchers). The national co-ordinator will be responsible for ensuring that the CBR is completed on schedule.
A National Advisory Committee (NAC) comprising key stakeholder groups can play an important role in ensuring that a variety of perspectives are reflected in the CBR. If a country decides not to establish a NAC, there will need to be other processes for ensuring that the CBR adequately reflects the views and perspectives of the different stakeholder groups concerned with equity and inclusion policies in education.

Authors may wish to cross-reference existing national or international reports. Where cross-references are made, they should be accompanied by a brief summary of the information or discussion concerned. It may also be helpful to attach extracts and results from related studies as supporting material to the CBR. Additionally, the CBR should have statistical and other data to support and illustrate points where appropriate and it should come with full bibliographic details.

Ownership

The ownership of and intellectual property rights to the CBR will be held by the national authority that is participating in the OECD Strength through Diversity Project. The OECD does not have intellectual property rights to the CBR.

Language

The CBR can be prepared in English or French, the two languages of the Organisation. Some countries prepare their CBR in another language and then have it translated. To allow for the widest possible dissemination of the work, a link to each language version can be included upon request on the OECD website where the CBRs will be published.

Publication of the CBR

After seeking permission from the country concerned, the CBR will be placed on the OECD website to help disseminate the work. For this reason, the front page of each CBR will include a standard disclaimer. The suggested wording is as follows:

This report was prepared for the [national authority - using the appropriate title] as an input to the OECD Strength through Diversity: Education for Inclusive Societies Project. The document was prepared in response to guidelines that the OECD provided to all countries. The opinions expressed are not necessarily those of the national authority, the OECD or its member countries.

In addition to the disclaimer, the cover should contain the following information: name of the authors, name of the OECD study, name of the country and date of completion (month/year). If the national authority wishes, it may publish the CBR on its own website, in book form, or both.

Length, structure and format of the CBR

The structure and scope of the CBR are aligned with the study’s Design and Implementation Plan [EDU/EDPC/RD(2019)11/REV1], which should be consulted alongside the CBR guidelines. The CBR should adopt the following structure, including an executive summary (1-2 pages), followed by one overarching chapter on governing diversity, equity and inclusion in education, and two to three chapters addressing the chosen dimensions of diversity (see Annex A for technical information):
Table of Contents
List of acronyms and glossary of terms
List of tables and figures
Executive Summary
Chapter 1. Governing diversity, equity and inclusion in education
Chapter 2. Migration-induced diversity
Chapter 3. Ethnic groups, national minorities and Indigenous peoples
Chapter 4. Gender
Chapter 5. Gender identity and sexual orientation
Chapter 6. Special education needs
Chapter 7. Giftedness
Additional chapter on another dimension of diversity (if needed)
References
Annexes (if any)

The text of the CBR should be up to 80 single-spaced pages in length. Countries can include annexes with additional materials in the form of tables, charts, diagrams and extracts from other documents where needed. The CBR should be provided in an electronic format suitable for placement on the OECD website.

The questions and instructions provided in this document provide an indication of the information that should be included in each of the CBR’s sections. The questions are intended to establish some degree of comparability across participating countries and draw out a coherent analysis and discussion of their respective policy concerns. Several questions in each section raise issues on which there is not likely to be clear evidence or where views may differ among key stakeholders. Where this is the case, the CBR should indicate the range of views or opinions held by stakeholders and the main issues that are contested.

Countries may wish to combine, rephrase or expand certain questions in light of national circumstances. In some cases, for example, there might not be one national policy, but several local policies or a range of different approaches used by institutions or private bodies responsible for inclusion and equity in education. Such nuances and differences in emphasis, both between and within countries, constitute one of the main interests of this study. The key requirement, however, is that the issues underlying the questions are addressed in each CBR.

Where possible, statistical and other data should be used to support and illustrate the information included in the CBR. To minimise the reporting burden on countries, hyperlinks to documents, reports and statistics that are readily available online are encouraged. Any material included or referred to in the CBR (legislation, formal agreements, research articles, literature reviews, surveys, evaluations, publications, administrative data, etc.) should be accompanied by a source and – in the case of statistical material – a brief note describing the data and how it was collected. If no data is available on a topic, this should be pointed out.

The Secretariat will provide comments to countries on their draft CBR and clarify any substance or technical points at any moment.
The *Strength through Diversity* framework considers six dimensions of diversity (migration; ethnic groups, national minorities and Indigenous peoples; gender; gender identity and sexual orientation; special education needs; and giftedness) and five key policy areas: (1) governance, (2) resourcing, (3) capacity building, (4) school-level interventions and (5) monitoring and evaluation (see Figure 1).

**Figure 1. Policy areas to analyse inclusion, equity and diversity in education systems**

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<tr>
<td><a href="#">Educational goals and goals for diversity, inclusion and equity</a></td>
<td><a href="#">General distribution of resources and diversity in education</a></td>
<td><a href="#">Awareness of diversity in education at the system level</a></td>
<td><a href="#">Matching resources within schools to individual student learning needs</a></td>
<td><a href="#">Monitoring and Evaluation of outcomes of diversity, inclusion and equity in education at the system level</a></td>
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<tr>
<td><a href="#">including curriculum policies</a></td>
<td><a href="#">e.g. funding formulas</a></td>
<td>(among all students; across society)</td>
<td><a href="#">allocating teacher resources within schools (e.g. class size); use of space; use of time; ICT resources</a></td>
<td><a href="#">evaluation of policies and programmes targeted at inclusion and equity; development of indicators; monitoring; reporting on outcomes</a></td>
</tr>
<tr>
<td><a href="#">recognition of diversity and the need for specific provisions; rights of specific student groups</a></td>
<td><a href="#">including matching human resources to schools; programmes to fund provision for specific student groups</a></td>
<td><a href="#">teachers, school leaders, support staff, including professional development and mentoring</a></td>
<td><a href="#">student assessment (including diagnostic assessment); individualised learning; classroom strategies; use of technology for learning</a></td>
<td><a href="#">evaluation of schools and local education administration (their role in achieving inclusion and equity)</a></td>
</tr>
<tr>
<td><strong>1.C Responsibilities for and administration of diversity in education</strong></td>
<td><strong>3.C Preparation of all students for diversity in education</strong></td>
<td><strong>4.C Non-instructional support and services</strong></td>
<td><strong>5.D Engagement with parents and communities</strong></td>
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</tr>
<tr>
<td><a href="#">distribution of responsibilities; specific agencies; stakeholder engagement; organisation; supervision</a></td>
<td><a href="#">including student-student mentoring</a></td>
<td><a href="#">e.g. career counselling; personal counselling; medical and therapeutic services</a></td>
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<tr>
<td><strong>1.D Education provision to account for diversity in education</strong></td>
<td><strong>3.D Engagement with parents and communities</strong></td>
<td></td>
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</tr>
<tr>
<td><a href="#">diversity of offerings; learning setting; choice; and selection</a></td>
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Areas of analytical focus for individual country reviews will be chosen from the dimensions of diversity being analysed in the Project: 1) migration-induced diversity; 2) ethnic groups, national minorities and Indigenous peoples; 3) gender; 4) gender identity and sexual orientation; 5) special education needs, and 6) giftedness. Countries are able to choose two to three dimensions of diversity to be analysed in the country review report and thus kindly asked to fill out information about these dimensions in this Country Background Report. However, they are strongly encouraged to fill out information in the Country Background...
Report also for other dimensions. This will enable to provide a more holistic overview of diversity in the country and facilitate comparative analysis later on in the Synthesis phase of the Project.

The Project takes a life course approach, and thus addresses pre-primary to tertiary education levels, with a focus on primary and secondary levels of education. However, countries may choose to focus on a particular level of education. In that case, they are kindly asked to prepare the CBR based on relevant questions in these guidelines.

Box 1. Instructions: How to fill out the CBR

- All countries are invited to fill out the report for Chapter 1 (Section 1.9 on the COVID-19 pandemic is optional but encouraged for those countries where it has affected the scope of the review).
- In order to fill out Section 1.7 on Intersectionality, countries will have received an additional word document with the templates of the tables to fill out. Instructions on how to fill the tables provided are in the related section of this document.
- Countries should also fill out the report for relevant Chapters 2-7 that concern the 2-3 prioritised dimensions for the country review report.
- Countries are strongly encouraged to fill out the information also for other dimensions. The relevant information will provide the Project with a more holistic overview of diversity in the country and provide material for the Synthesis phase of the Project.
- Countries are kindly invited to respond to the most relevant questions for their context (and education level/s) in each chapter chosen and to provide information to the extent available.
- Other questions that would be useful to address if countries are able to do so are listed in Annex B: Additional suggested questions.
- If a dimension of diversity is not covered in the guidelines for the review, the Secretariat can provide questions accordingly. Other chapters can be added based on countries’ priority dimensions of diversity.

Chapter 1: Governing Diversity, Inclusion and Equity in Education
Chapter 2: Migration-induced Diversity
Chapter 3: Ethnic Groups, National Minorities and Indigenous Peoples
Chapter 4: Gender
Chapter 5: Gender Identity and Sexual Orientation
Chapter 6: Special Education Needs (SEN)
Chapter 7: Giftedness
1. Governing Diversity, Inclusion and Equity in Education

The purpose of this chapter is to describe how diversity, equity and inclusion in education are governed at the system level, i.e. the political orientations, frameworks and governing bodies involved. This chapter will provide extended knowledge on educational goals and student learning objectives (including curriculum), and how these are enforced and managed at the national and sub-national levels. The issues covered in this chapter will be referred to in subsequent sections of this report.

Note:
Countries are kindly invited to respond to the most relevant questions for their context and to provide information to the extent available. Links to additional references/websites and documents would be very helpful.

1.1. Educational agenda

- Have any major changes in the structure of the education system taken place in recent years? Are any reforms being currently considered? Please reflect also with respect to the COVID-19 context.

1.1.1. Equity and inclusion of diversity in educational goals

- Currently, what are the main political priorities concerning the education system in the country? Is inclusive education for diverse students a political priority? If so, please specify for which student groups (e.g. students with an immigrant background, students from ethnic groups, national minorities or Indigenous communities, students with special education needs, male or female students, students with different gender identities and sexual orientations, gifted students, disadvantaged students). Have these changed as a result of the COVID-19 pandemic?

- Currently, what are the immediate policy priorities and education targets in relation to diversity, equity and inclusion in education? Have they evolved as a result of the COVID-19 pandemic?

- What are the main goals of education for diversity, equity and inclusion?

1.1.2. Student learning objectives (Curriculum)

- In what ways does the national curriculum reflect the principles of diversity, inclusion and equity?

- Does the curriculum provide for citizenship education? If so, on what pedagogical approach is it based?

1.2. Regulatory framework for diversity and inclusion in education

- What central policies or programmes exist to encourage the education system to advance diversity, equity and inclusion goals?
• How does the legal framework ensure the respect of equality and inclusion principles? Respondents might refer to articles from any legal document mentioning equality, equity and, if so, inclusion for all students.

• Is equity in education mentioned in the country’s legal framework or in the Constitution? If any, which principles lead the education system’s efforts towards equity (i.e. impartiality, meritocracy, redistribution, etc)? What are the goals for equity in education?

• Is inclusion in education mentioned in the country’s legal framework or in the Constitution? If so, how is the concept defined and operationalised? How is the concept differentiated from that of equity?

• Are there initiatives to enhance and support students’ psychological and social well-being? What services are offered? Is individuals’ sense of self-worth and belonging within society considered relevant for an equitable and inclusive education system in your country?

• What policies, laws and other national initiatives promote the participation of students, and young people more broadly, in educational policy-making?

1.3. Responsibilities for and administration of diversity and inclusion in education

• How are responsibilities for diversity, equity and inclusion in education distributed between the different levels of administration (central, state/regional, local and school level) for each of the different education levels (pre-primary, primary, lower secondary, upper secondary, tertiary education) in matters related to diversity, equity and inclusion in education? Which ministries, specific agencies or other bodies are responsible?

1.4. Education provision to account for diversity

• Are special provisions offered for diverse students, such as special classes, schools, modifications (e.g. learning settings, curricula, timetable), accommodations (e.g. for assessment), individualised learning plans and curricula for particular groups?

• What are some of the barriers to the education provision for diverse students?

• In countries with a tracking system (i.e. multiple educational paths in single educational level or grade), are some students from specific diverse groups concentrated in particular tracks? If so, please specify.

• Is the education provision offered through additional providers (e.g. non-formal associations, private providers, public-private partnerships)? In countries with free school choice, do selection mechanisms take into account student diversity dimensions?

1.5. General and targeted distribution of resources for diversity in education

• What are the main principles and mechanisms for funding public schools (or publicly subsidised schools) (e.g. funding formulae, historical funding, and administrative discretion)? Are there sub-criteria for inclusion and diversity?
Please refer to the resources levied at the central level but also to those levied at the local level.

- In countries where resources are distributed to schools according to funding formulae: What variables are included in the formula to allocate funds? Are there any adjustments in the formula to specifically account for diversity and inclusion? Is the funding formula applied nationwide or is it defined at the level of local administration?

- Are there targeted programmes directly funding specific groups of students? If so, what are the objectives of such programmes?

1.6. Equity and inclusion outcomes

1.6.1. Equity and inclusion in education systems

- Is equity in learning outcomes monitored and evaluated regularly? Which indicators, if any, are taken into consideration? (i.e. proportion of children reaching minimum proficiency, net enrolment rate for primary/secondary education, years of education attained by different groups, etc.) Can this be disaggregated according to student characteristics?

- Are there any gaps in access, participation or outcomes in education for specific groups (i.e. immigrants, ethnic groups, low socio-economic status, gender, students with special education needs etc.)?

- Are there any gaps in socio-emotional well-being of students from specific groups (i.e. immigrants, ethnic groups, low socio-economic status, gender, students with special education needs etc.)?

- Are there indicators to assess inclusion in the education system and in society in your country? If so, what are the outcomes?

1.6.2. Equity and inclusion for individuals’ engagement in diverse societies

- Are the gaps in labour market outcomes particularly large for specific diverse groups in your country (i.e. ethnic minorities, immigrants, men/women, etc.)?

- Are there significant gaps in non-labour market outcomes such as health, global competence, or life satisfaction, among citizens with different levels of educational attainment? Are the gaps more prominent for specific diverse groups in your country (i.e. ethnic minorities, immigrants, men/women, etc.)?

- Are there gaps in social outcomes (such as trust in government, political efficacy, crime levels or participation in volunteering activities) for diverse groups of citizens in the country?

- Are there gaps in diversity-related societal outcomes (e.g. representation in workplace and political representation) among diverse citizens? Have initiatives been taken to improve diversity in societal outcomes?

1.7. Intersectionality

- Please include the following Table 1 in your CBR and cross the boxes that identify the intersection between two categories that cause specific challenges or issues
for your educational system. For instance, if in your educational system there exist specific issues related to girls for an ethnic minority, or gifted students that have a special education need (SEN), you may want to cross the boxes highlighted in the example. Once you have crossed the appropriate boxes, you are invited to provide additional information on the specific issue that you have encountered, as per the example. If you have further issues with the intersection of more than two groups, please report it after the table (as per example – highlighted in grey).

To include the table in your CBR, please refer the template provided in the document “Intersectionality challenges and policies”

Table 1 - Example on how to fill-out the table - I

<table>
<thead>
<tr>
<th>Migrants</th>
<th>Ethnic groups, national minorities, Indigenous</th>
<th>Gender</th>
<th>Gender Identity &amp; Sexual orientation</th>
<th>SEN</th>
<th>Giftedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrants</td>
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</tr>
<tr>
<td>Ethnic groups, national minorities, Indigenous</td>
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<tr>
<td>Gender</td>
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<td>SEN</td>
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<tr>
<td>Giftedness</td>
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</table>

- Please provide details and information on the intersections that you have reported in the above table.
  - Example: In our country, we have noticed the following cases that cause specific challenges:
    1. Girls from the X ethnic group tend to have higher drop-out rates and not to achieve education after the mandatory age of enrolment. Boys from Y, Z, W groups have higher retention rates compared to the national average. Moreover, boys from the aforementioned ethnic groups tend to be over-represented in special education.
2. Students that have been identified as gifted, who also have a special education need X, tend to show a higher prevalence of the Z mental disorder.

3. Et cetera

- Please cross, in the following table, the boxes that identify any policy or practice targeting the needs and challenges of intersectional groups that your educational system has in place. For instance, if your system has a policy to support boys from an ethnic background to stay into school and reduce their retention rate, you may want to cross the boxes highlighted in the example and report additional information after the table itself. You can describe the policies and are invited to provide references/links concerning them. Again, if you have policies that concern students that belong to more than two groups, you are invited to provide this information after the table.

<table>
<thead>
<tr>
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<th>Gender Identity &amp; Sexual orientation</th>
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- Please provide details and information on the policies and practices that respond to the needs of students at the intersection of the dimensions that you have reported in the above table.

  o Example: In our country, we have implemented the following policies and practices:
1. We have implemented in year X a policy that targets boys from the Y community to provide them with additional support to strengthen their reading ability and support them in the transition between school levels. It work as XYZ, and further information can be found at the following link: www.gov.example

2. Etcetera

1.8. Overarching factors: socio-economic status and geographical location

- Are there differences in your country in:
  - Learning outcomes for students with different socio-economic backgrounds? How are they measured and monitored?
  - Learning outcomes for students from different geographical areas, such as Regions, Provinces or States, or from rural vs. urban areas? How are they measured and monitored?
  - Well-being outcomes for students with different socio-economic backgrounds? How are they measured and monitored?
  - Well-being outcomes for students from different geographical areas, such as Regions, Provinces or States, or from rural vs. urban areas? How are they measured and monitored?
  - Educational services offered to students from different socio-economic backgrounds? (e.g. funding or Need-based Assistance?)
  - Educational services offered to students from different geographical areas in the country? Is access to and the funding of these services dependent on the geographical location of the students?

- Are there policy initiatives aimed to reduce gaps in learning and/or well-being outcomes related to differences in:
  - Socio-economic background (i.e. provision of afterschool activities, IT devices, or school meals, etc.)?
  - Geographical location (i.e. free transportation from/to school, etc.)?

- Are there barriers that prevent some students to access certain types of non-educational support and services in schools (e.g. counselling, mentoring, psychological support) due to their socio-economic background or geographical location?

- Is there any form of concentration of students from different socio-economic backgrounds in schools? Is there evidence on the effect of this concentration on students’ learning outcomes?

- Is any group of students (ethnic minorities, immigrants, SEN, etc.) geographically concentrated (e.g. in schools, neighbourhoods, regions etc)? For instance, are there schools with percentages of immigrant or ethnic minority students higher than in the actual population composition?

- Are there any policies or laws to reduce the concentration of certain groups of students?
• If the information is available, are students from lower socio-economic backgrounds and/or from certain geographical locations underrepresented or overrepresented in:
  o Special (SEN) schools or classrooms?
  o Gifted education programmes?
  o Scholarship/Tuition fee waiver programmes?
  o Food subsidy schemes?

1.9. Impact of COVID-19 focus

Notes: Please fill out this section if it is relevant for the review. If your country has participated in a survey on COVID-19 responses in education (by OECD, UNESCO or any other source), then please share the report/answers or links in the CBR.

1.9.1. General

• Did your country engage (or is it still engaging) in distance learning activities as a response to the (eventual) school closure related to the COVID-19 pandemic? Under which format?
• What policies and practices have been or will be implemented to support diverse student groups during the pandemic? Please elaborate.
• How has the COVID-19 pandemic affected funding of education, especially for diverse student groups?
• Are communications with non-native language speakers being undertaken by schools?
• Are cultural mediators or similar professionals involved in school-family communications? Is information provided in more than one language to ethnic minority communities?
• Is your government expecting renewed periods of school closures in the course of the next year? How is this eventuality being prepared, especially for supporting diverse student groups?

1.9.2. Students

• Have there been any issues in your country related to students’ impossibility or difficulty to participate in distance learning due to lack of technological means (i.e. computers or tablets) or internet access? Which solutions have been undertaken to tackle these issues?
• Is there data on, or an estimate of, the number/percentage of students that have not been reached through distance learning activities?
• Have there been any specific issues for any diverse group of students (e.g. issues to participate in distance learning for students with visual impairments)?
• Have additional services (e.g. counselling, therapy, language learning support…) been provided at distance? If school meals were provided by schools, is/was this service still being granted in alternative format?
• Has your country instituted special provisions for specific groups of students? If yes, which ones?
• Has students’ mental well-being been monitored? Are there plans to support their mental health with additional resources in the course of the next months/year?

1.9.3. Teachers

• Have there been any issues in your country related to teachers’ or personnel’s lack of training on or familiarity with ICT? Which interventions were undertaken in relation to such issues?
• Have teachers and teaching personnel been informed about and trained to respond to the particular needs of, for instance, SEN students with respect to distance learning (i.e. need for accessible formats of documents, etc.)?
• Has teachers’ mental well-being been monitored? Are/will they be receiving support?
• Are/will teachers and school personnel receive training on how to support students’ mental health after this crisis? Are/will they be receiving training on how to identify cases of domestic violence or abuse?
2. Migration-induced Diversity

This chapter is concerned with migration-induced diversity. Individuals are to be considered to have an immigrant background or to have an immigrant-heritage if they - or at least one of their parents - were born in a country that is different from the country in which they access educational services. Students from an immigrant background can be first-generation, second-generation, mixed-heritage, returning foreign-born students, refugee students etc.

Following the Project’s framework, this chapter addresses governance, resourcing, capacity building, supporting schools and monitoring to promote equity and inclusion in education systems in relation to students with an immigrant background.

Note:
Countries are kindly invited to respond to the most relevant questions for their context and to provide information to the extent available. Links to additional references/websites and documents would be very helpful.

2.1. Governing equity and the inclusion of migration-induced diversity in education systems

2.1.1. Equity and inclusion of migration-induced diversity in educational goals

- What are the main goals of education for students with an immigrant background? What are, more specifically, the more immediate policy priorities and education targets for this group of students?
- Which are the most important challenges encountered by your education system in including students with an immigrant background?

2.1.2. Student learning objectives (curriculum)

- Does the curriculum refer to migration-induced diversity? How so? Does it differ by level of education?
- In what ways does the curriculum promote a sense of self-worth and belonging of students with an immigrant background (e.g. inclusion of immigration phenomena in history curricula, etc.)?

2.1.3. Regulatory framework for equity and the inclusion of migration-induced diversity in education

- Do central policies or programmes to encourage the education system to advance the goals of students with an immigrant background exist? Are there different policies, targets or goals by level of education?
- How does the legal framework ensure equality, equity and inclusion principles for students with an immigrant background? Respondents might refer to, among others, articles in the Constitution, Education Acts and anti-discrimination laws.
2.1.4. Administrative authorities and responsibilities for the inclusion of migration-induced diversity

- Which **ministries, specific agencies or other bodies are responsible** for students with an immigrant background in the education system and in schools (or tertiary education institutions)?

- How are formal **stakeholder consultation procedures** (with teacher unions, employers’ organisations, civil society organisation and others) organised in the education system regarding students with an immigrant background?

2.1.5. Special provisions for students with an immigrant background

- Are there any **barriers** for students with an immigrant background to be able to **access some levels of education** (pre-primary, primary, secondary, upper secondary, vocational education and training, tertiary education)?

- What **type of learning settings** are offered to students with an immigrant background in the education system (e.g. mainstream, special education settings, specialised part-time or full-time classrooms)?

- Do students with an immigrant background receive any **accommodation** (such as additional time or the possibility of using extra material during tests) or **modification** (different learning material or extra language classes) to the curriculum?

- How are **qualifications** of students with an immigrant background acquired abroad recognised at different levels of education?

- Are students with an immigrant background offered **specific education support**, such as language instruction support or accelerated courses?

- Is the **education provision** to students with an immigrant background offered through additional providers (e.g. non-formal associations, private providers, public-private partnerships)?

- Do students with an immigrant background generally attend schools that are mainly composed by students of their own national origin or not?

- In countries with **free school choice**, do selection mechanisms take into account the immigrant background?

2.2. Resourcing equity and the inclusion of migration-induced diversity in education

2.2.1. General resourcing for equity and the inclusion of migration-induced diversity in education

- In countries where resources are distributed to schools according to **funding formulae**: are there **any adjustments** in the formula to specifically account for students’ immigrant background?
2.2.2. Targeted resourcing for equity and the inclusion of migration-induced diversity in education

- What targeted financial or in-kind (e.g. professional development opportunities for staff, additional teaching hours or positions) resources are provided to support the needs of students with an immigrant background? How do they differ by level of education?
- How does your country ensure that teachers are effectively matched to schools so that they can support students with an immigrant background? Does it differ by level of education?
- Are there financial incentives for schools (or tertiary education institutions) to receive students with an immigrant background?

2.3. Building capacity for managing equity and the inclusion of migration-induced diversity in education

2.3.1. Raising awareness at the system level

- Are there any information campaigns to raise awareness on the issues linked to migration, integration and more specifically, the challenges students with an immigrant background can face in the education system and in society?
- Are students with an immigrant background characterised by a label (administratively or at the school level)? If not, for what reasons?

2.3.2. Management of educational staff in relation with migration-induced diversity

- Please describe how educational staff members (e.g. teachers, school leaders, teaching assistants) are trained, recruited, retained and evaluated to manage migration-induced diversity in schools and classrooms. If relevant, please provide descriptions at the pre-primary and tertiary level.
- Is in-service training or professional development (compulsory or voluntary) offered to teachers that work with students with an immigrant background?
- Do mentoring programmes exist for teachers (or tertiary level staff) to prepare them for migration-induced diversity?
- What kind of training is available to develop teachers’ capacity to support students with an immigrant background through the use of digital learning resources?
- How are additional staff members (such as psychologists, social workers, legal experts, volunteers from associations) to support the inclusion of students with an immigrant background trained, recruited, retained and evaluated?
- For all these staff categories, is there training available to tackle the intersection of migration-induced diversity with other dimensions of diversity?
- Are there measures to promote this dimension of diversity among the educational workforce itself?
2.3.3. Preparation of all students for the inclusion of migration-induced diversity

- How are all students prepared to include students with an immigrant background? Do policies exist to promote student-to-student mentoring in schools (or tertiary education institutions)?

2.4. Promoting school-level interventions to support equity and the inclusion of migration-induced diversity in education

2.4.1. Matching resources within schools to respond to the learning needs of students with an immigrant background

- How are students with an immigrant background organised into learning groups within schools? Are they grouped according to criteria other than age (e.g. based on abilities, background, special needs)? Is there any evidence on the impact of such practices?

- Are there differences in terms of class size or number of teachers available for students with an immigrant background?

- Is there any quota, formal or informal, on the maximum number of students with an immigrant background in a class or school?

- Does the regular school day differ for students with an immigrant background from other students?

- Are there specific extracurricular activities offered to students with an immigrant background?

- Are there specific ICT resources in schools to support students with an immigrant background?

- Are students from an immigrant background provided with food choices that respect their cultural and religious background?

2.4.2. Learning strategies to address migration-induced diversity

- Do students with an immigrant background have special provisions for their assessment? For instance, do they receive an assessment before being included in a certain education level, or are they assessed taking into account their level of host country language knowledge? Are they included in national examinations at key stages of the educational career?

- Are students with an immigrant background tracked over their school/educational career?

- Is individualised learning provided to students with an immigrant background? If so, to what extent?

- Are there any special teaching strategies/ pedagogical approaches used in the classroom to engage and support students with an immigrant background?

- How is technology used in the classroom to support the learning of students with an immigrant background?
2.4.3. **Non-instructional support and services for students with migration-induced diversity**

- Please describe the type of **counselling available in schools** (or tertiary education institutions) for students with an immigrant background. This can include career counselling, legal counselling, personal counselling, medical and therapeutic services. Are the counselling or services differentiated by migrant status?

2.4.4. **Engagement with parents and communities**

- Are there **interactions between schools, parents and communities** to support the learning of students with an immigrant background? Do schools engage with local communities?

2.5. **Monitoring and evaluating equity and the inclusion of migration-induced diversity in education**

2.5.1. **Data collection of migration-induced diversity**

- What **data on students with an immigrant background**, if any, are collected at the system level and at the local and school level (or tertiary level)? How are they collected?

- Are data on **broader aspects of educational quality** collected on immigrant students (e.g. perceptions on discrimination, sense of belonging etc.)?

2.5.2. **Monitoring and evaluation of outcomes at the system level**

- Provide information on:
  - Differences in learning outcomes;
  - Differences in well-being outcomes

  between students with an immigrant background and native students, and across groups of students with immigrant background. Also mention, if possible, how they differ by gender, socio-economic status, and other personal characteristics (SEN, country of origin, etc.).

- Is **progress over time monitored** on the outcomes of immigrant students at the system level?

2.5.3. **Evaluating processes at the local and school level**

- Provide information on **how schools (or tertiary education institutions) and local education administrations are evaluated** (internally and externally) for their role in:
  - Achieving equity and inclusion
  - Raising awareness of diversity and addressing stereotypes

  in relation to students with an immigrant background. Please describe objectives, methodology and use of results of the evaluation processes.
3. Ethnic Groups, National Minorities and Indigenous Peoples

This chapter is concerned with diversity related to ethnic groups, national minorities and Indigenous peoples. Some categories, such as Indigenous peoples, might be more pertinent in certain contexts than others. For countries who do not have ethnic categories in official definitions, some questions can be interpreted indirectly, i.e. how a policy or activity indirectly benefits one or several of these groups in the education system. These policies and activities can be directed to inclusion in general or to the support of disadvantaged students as a broad category.

European countries adopting the “specific but not exclusive targeting” approach\(^2\) are invited to share their perspectives and initiatives. Respondents are encouraged to answer the most precisely as possible and highlight policy initiatives aimed to promote inclusion for specific groups (e.g. Roma communities).

Finally, while the concept of “ethnicity” is here preferred, the OECD Strength through Diversity Project acknowledges that some countries may use the concept of “race” in official definitions and categorisations. In such case, race and ethnicity can be understood as synonyms, and “ethnic groups” can here be interpreted as “races”.

Following the Project’s framework, this chapter addresses governance, resourcing, capacity building, supporting schools and monitoring to promote equity and inclusion in education systems in relation to students from ethnic groups, national minorities or Indigenous peoples.

**Note:**

Countries are kindly invited to respond to the most relevant questions for their context and to provide information to the extent available. Links to additional references/websites and documents would be very helpful.

It is suggested the chapter starts with an elaboration on the concepts and relevance of “Ethnic Groups, National Minorities and Indigenous Peoples” for the context faced by the country. It should be clearly stated what specific groups, as a result, will be the subject of this chapter (e.g. Roma students; Indigenous students; given language minority).

3.1. Governing equity and the inclusion of ethnic groups, national minorities and Indigenous peoples in education systems

3.1.1. Equity and inclusion of ethnic groups, national minorities and Indigenous peoples in educational goals

- What are the **main goals of education** for students from ethnic groups, national minorities and Indigenous communities? What are, more specifically, the more immediate policy priorities and education targets for this group of students?

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\(^2\) It refers to an approach that combine targeting and mainstreaming in policy making. A policy adopting such an approach is expected to primarily benefit a specific group without excluding others. For example, this approach guides the European level governance on Roma inclusion and helps circumvent issues such as the lack of official category on ethnicity.
• Which are the **most important challenges** encountered by your education system in including students from ethnic groups, national minorities and Indigenous communities?

**3.1.2. Student learning objectives (curriculum)**

• Does the **curriculum** refer to ethnic groups, national minorities and Indigenous peoples? How so? Does it differ by level of education?

• In what ways does the **curriculum promote a sense of self-worth and belonging of individuals** from ethnic, minority or Indigenous communities (e.g. using references to Indigenous cultures, history and languages)?

**3.1.3. Regulatory framework for equity and the inclusion of ethnic groups, national minorities and Indigenous peoples in education**

• Do **central policies or programmes** encourage the education system to advance the goals of students from ethnic groups, national minorities and Indigenous communities exist? Are there different policies, targets or goals by level of education?

• How does the **legal framework** ensure equality, equity and inclusion principles for ethnic groups, national minorities and Indigenous peoples? Respondents might refer to, among others, articles in the Constitution, Education Acts and anti-discrimination laws.

• If it applies, report the **country’s legal definitions** of the following terms: ethnic group (in general or for specific groups such as Roma), national minority, Indigenous peoples. If the country does not have legal definitions for these groups, are they defined in some other ways or is a different terminology in place?

• How are individuals from ethnic groups, national minorities and Indigenous communities **identified**? Does it differ by level of education?

**3.1.4. Administrative authorities and responsibilities for the inclusion of ethnic groups, national minorities and Indigenous peoples in education**

• Which **ministries, specific agencies or other bodies are responsible** for students from ethnic groups, national minorities and Indigenous communities in the education system and in schools (or tertiary education institutions)?

• How are **formal stakeholder consultation procedures** (with teacher unions, employers’ organisations, civil society organisation and others) organised in the education system regarding students from ethnic groups, national minorities and Indigenous communities?

**3.1.5. Special provisions for students from ethnic groups, national minorities and Indigenous communities**

• Are there any **barriers** for to students from ethic groups, national minorities and Indigenous communities to **access some levels of education** (pre-primary, primary, secondary, upper secondary, vocational education and training, tertiary education)?
3.2. Resourcing equity and the inclusion of individuals from ethnic groups, national minorities and Indigenous communities in education

3.2.1. General resourcing for equity and the inclusion of individuals from ethnic groups, national minorities and Indigenous peoples in education

- In countries where resources are distributed to schools according to funding formulae, are there any adjustments in the formula to specifically account for the needs of students from ethnic groups, national minorities and Indigenous communities?

3.2.2. Targeted resourcing for equity and the inclusion of individuals from ethnic groups, national minorities and Indigenous peoples in education

- What targeted financial or in-kind (e.g. professional development opportunities for staff, additional teaching hours or positions) resources are provided to support the needs of students from ethnic groups, national minorities and Indigenous communities? Do they differ by level of education?

- How does your country ensure that teachers are effectively matched to schools so that they can support students from ethnic groups, national minorities and Indigenous communities? Does it differ by level of education?

- Are there financial incentives for schools (or tertiary education institutions) welcoming more students from ethnic groups, national minorities and Indigenous communities?
3.3. Building capacity for managing equity and the inclusion of individuals from ethnic groups, national minorities and Indigenous peoples in education

3.3.1. Raising awareness at the system level

- Are there any information campaigns to raise awareness on issues of inclusion/exclusion, and the challenges students from ethnic groups, national minorities and Indigenous communities can face in the education system and in society?
- Are students from ethnic, minority or Indigenous background characterised by a label (administratively or at the school level)? If not, for what reasons?

3.3.2. Management of educational staff in relation with ethnic groups, national minorities and Indigenous peoples in education

- Please describe how educational staff members (e.g. teachers, school leaders, teaching assistants) are trained, recruited, retained and evaluated to teach students from ethnic groups, national minorities and Indigenous communities in education diversity in schools and classrooms. If relevant, please also describe at the pre-primary and tertiary level.
- Are in-service or professional development trainings (compulsory or voluntary) offered to teachers that work with students from ethnic groups, national minorities and Indigenous communities?
- Do mentoring programmes exist for teachers (or tertiary level staff) in relation with this dimension of diversity?
- What kind of training is available to develop teachers’ capacity to support students from ethnic groups, national minorities and Indigenous communities through the use of digital learning resources?
- How are additional staff members (such as psychologists, social workers, legal experts, volunteers from associations) to support the inclusion of students from ethnic groups, national minorities and Indigenous communities, trained, recruited, retained and evaluated?
- For all these staff categories, are there trainings available to tackle the intersection of ethnic groups, national minorities and Indigenous peoples in education with other dimensions of diversity?
- Are there measures to promote this dimension of diversity and guarantee representativeness within the educational workforce?

3.3.3. Preparation of all students for the inclusion of students from ethnic groups, national minorities and Indigenous peoples

- How are all students prepared to include students from ethnic groups, national minorities and Indigenous communities? Do policies exist to promote student-to-student mentoring in schools (or tertiary education institutions)?
3.4. Promoting school-level interventions to support equity and the inclusion of ethnic groups, national minorities and Indigenous peoples in education

3.4.1. Matching resources within schools to respond to the learning needs of students from ethnic groups, national minorities and Indigenous communities

- How are students from ethnic groups, national minorities and Indigenous communities organised into learning groups within schools? Are they grouped according to criteria other than age (e.g. based on abilities, preferences, background)? Is there any evidence on the impact of such practices?

- Are there differences in terms of class size or number of teachers available for students from ethnic groups, national minorities and Indigenous communities? Outline recent trends in these indicators.

- Is there any quota, formal or informal, on the maximum number of students from ethnic groups, national minorities and Indigenous communities in a class or school?

- Are there specific extracurricular activities offered to students from ethnic groups, national minorities and Indigenous communities?

- Are there specific ICT resources in schools to support students from ethnic groups, national minorities and Indigenous communities?

- Are students from ethnic groups, national minorities and Indigenous communities provided with food choices that respect their cultural and religious background?

3.4.2. Learning strategies to address the diversity induced by the existence of ethnic groups, national minorities and Indigenous peoples

- Do students from ethnic groups, national minorities and Indigenous communities have special provisions for their assessment? For instance, are they assessed taking into account their mother tongue or do the tests take into account cultural variations?

- Is individualised learning provided to students from ethnic groups, national minorities and Indigenous communities? If so, to what extent?

- What teaching strategies/ pedagogical approaches are used in the classroom to engage and support students from ethnic groups, national minorities and Indigenous communities?

- How is technology used in the classroom to improve learning and well-being outcomes of students with an ethnic, minority or Indigenous background?

3.4.3. Non-instructional support and services for students from ethnic groups, national minorities and Indigenous communities

- Please describe the type of counselling (e.g. career, legal, personal) and services (e.g. medical, therapeutic) available in schools (or tertiary education institutions) for students from ethnic groups, national minorities and Indigenous communities? Do the services differentiate by ethnic group, national minority and Indigenous community?
3.4.4. Engagement with parents and communities
- Are there interactions between schools, parents and communities to support the learning of students from ethnic groups, national minorities and Indigenous communities? Do schools engage with local associations?

3.5. Monitoring and Evaluating equity and the inclusion of students from ethnic groups, national minorities and Indigenous communities in education

3.5.1. Data collection on ethnic groups, national minorities and Indigenous peoples
- Are data on ethnic groups, national minorities and Indigenous peoples collected at the system level? At the local and school (or tertiary) level? How are they collected (questionnaires, self-identification etc.)?
- Are data on broader aspects of educational quality collected among ethnic groups, national minorities and Indigenous peoples (e.g. perceptions on discrimination, sense of belonging etc.)?

3.5.2. Monitoring and evaluation of outcomes at the system levels
- Provide information on:
  - Differences in learning outcomes
  - Differences in well-being outcomes
  Between students from ethnic groups, national minorities and Indigenous communities and their peers, and across groups of these students. Also mention, if possible, how they differ by gender, socio-economic status, and other personal characteristics (SEN, country of origin, etc.).
- Is progress over time monitored on the outcomes of students from ethnic groups, national minorities and Indigenous communities at the system level?

3.5.3. Evaluating processes at the local and school level
- Provide information on how schools (or tertiary education institutions) and local education administrations are evaluated (internally and externally) for their role in:
  - Achieving equity and inclusion
  - Raising awareness on diversity and addressing stereotypes
In relation to students from ethnic groups, national minorities and Indigenous communities. Please describe objectives, methodology and use of results of the evaluation processes.
4. Gender

This chapter is concerned with diversity related to gender. According to its traditional definition, gender might refer to the fact of being male or female. In the past two decades, the reduction of gender gaps in education has been a priority for numerous countries. Nonetheless, in spite of significant progress, there still exist disparities between boys and girls in terms of academic performance, educational attainment, sense of self-worth and gender-based discrimination and violence. Gender equality and inclusion in education systems remain therefore crucial concerns for countries.

Following the Project’s framework, this chapter addresses governance, resourcing, capacity building, supporting schools and monitoring to promote equality, equity and inclusion in education systems in relation to gender-induced diversity.

Notes:
If your country adopts a non-binary definition of gender, please also fill out Chapter 5. on gender identity.
Countries are kindly invited to respond to the most relevant questions for their context and to provide information to the extent available. Links to additional references/websites and documents would be very helpful.

4.1. Governing gender equality

4.1.1. Gender equality and inclusion in educational goals

- What are the **main goals of the education system** with respect to gender equality? What are, more specifically, the more immediate policy priorities and education targets to ensure not only parity in enrolment and completion, but in all the outcomes related to education for both genders?

- Which are the **most important challenges** encountered by your education system in ensuring gender equality?

4.1.2. Student learning objectives (curriculum)

- In what ways does the **national curriculum** account for gender-induced diversity?

- Does the curriculum refer to gender equality, **gender gaps, gender social norms and gender fluidity**?
  - In what ways? From what levels are these **topics included in curricula** (e.g. pre-primary, primary, lower secondary, upper secondary, tertiary education etc)?

- Is **relationship and sexual education** included in the curriculum? Is it part of the programme of a specific subject (i.e. science) or is it stand-alone? Does it include non-heteronormative notions?

- In what ways does the **curriculum promote a sense of self-worth and belonging of individuals of either gender** (e.g. fighting stereotypes on either gender, etc.)?
4.1.3. Regulatory framework for gender equality and inclusion in education

- Does your country have a **binary definition of gender**? Is the gender spectrum acknowledged in the country’s legislative framework? If not, please explain the rationale and the context.

- Do **central policies or programmes** exist to advance closing of gender gaps? Are there different policies, targets or goals by level of education?

- Is discrimination on the basis of gender explicitly banned or referenced to in the Country’s Constitution or in other legal sources? Respondents might refer to, among others, articles in the Constitution, Education Acts and anti-discrimination laws.

4.1.4. Administrative authorities and responsibilities for gender equity in education

- Which **ministries, specific agencies or other bodies are responsible** for matters related to gender equality in the education system and in schools (or tertiary education institutions)?

- How are **formal stakeholder consultation procedures** (with teacher unions, employers’ organisations, civil society organisation and others) organised in the education system regarding gender equality?

4.1.5. Special provisions

- Are there **same-sex schools or classes** in the country? If so, are they public or private institutions? How are they financed?

- Are there **specific courses or curricular activities** that are offered on the basis of gender? Are there extra-curricular activities targeting either gender?

4.2. Resourcing for gender equity and inclusion in education

4.2.1. General resourcing for gender equity and inclusion in education

- Do **specific criteria** used to estimate the **financial resources** needed for each school account for gender-related aspects of students? How are they operationalised?

- In countries where resources are distributed to schools according to **funding formulae**: are there any adjustments in the formula to specifically account for the needs of students from both/different genders?

4.2.2. Targeted resourcing for gender equality and inclusion in education

- What **targeted financial or in-kind** (e.g. professional development opportunities for staff) **resources** are provided to support gender-related needs of students? Are specific resources **targeting either genders** (e.g. for girls to pursue STEM studies) or **gender-specific issues** (e.g. to reduce boys’ dropping out of school)?

- Are **resources** allocated to **raise awareness** on gender equality and related issues in schools?
4.3. Building capacity for managing gender equity and inclusion, and raising awareness on gender-related issues in education

4.3.1. Raising awareness at the system level on gender-related issues at the system-level

- Are there any information campaigns to raise awareness on issues related to gender gaps, stereotypes, and the challenges boys and girls can respectively face in the education system? What about challenges arising from the intersectionality of gender-induced diversity with other dimensions of diversity?

4.3.2. Management of educational staff in relation with gender-related issues in education

- Please describe how educational staff members (e.g. teachers, school leaders, teaching assistants) are trained, recruited, retained and evaluated to manage gender-induced diversity in schools and classrooms. If relevant, please also describe at the pre-primary and tertiary level.
- Is in-service training or professional development (compulsory or voluntary) offered to teachers that manage gender-induced diversity?
- Do mentoring programmes exist for teachers (or tertiary level staff) in relation to gender-induced diversity?
- Do the levels of attrition of educational staff (e.g. teachers, school leaders, teaching assistants) vary between genders? Do they differ by level of education? Are there measures in place to address relative issues (e.g. maternal/paternal leave)?
- Are there measures to promote this dimension of diversity and guarantee representativeness within the educational workforce?

4.3.3. Preparation of all students on gender equity and other gender-related issues

- How are all students prepared to acknowledge and reduce gender inequalities?
- Do policies exist to promote mentoring strategies for students facing issues related to their gender in schools?

4.4. Promoting school-level interventions to support gender equality and inclusion, and raise awareness on gender-related issues

4.4.1. Matching resources within schools to respond to the learning needs

- Is either gender encouraged towards specific extracurricular activities (e.g. girls in computer coding)?
- Are there specific ICT resources in schools to support students of either gender?
4.4.2. **Learning strategies to address gender equity and other gender-related issues**

- How is it ensured that **gender biases** are not affecting students’ assessments?
- What **strategies** are used in the **classroom** to equally engage and support students of both genders?
- Is **technology** used differently to support the learning of male and female students?

4.4.3. **Non-instructional support and services for gender equity raise awareness on gender-relate issues**

- Please describe the **type of counselling** (e.g. career, legal, personal) and services (medical, therapeutic) available in schools (or tertiary education institutions) for students to address gender gaps and related issues (e.g. girls in STEM, boys’ underachievement, boys not enrolling in tertiary education, biases, stereotypes, attitudes, medical/physical issues)?

4.4.4. **Engagement with parents and communities**

- Are there different ways in which schools (or tertiary education institutions) engage with parents on the basis of students’ gender? Do schools (or tertiary education institutions) communicate to families the issues related to gender inequality and other gender-induced issues?

4.5. Monitoring and Evaluating gender equity and inclusion

4.5.1. **Data collection on male and female students**

- Are disaggregated **data** by gender collected at the **system level**? At the local and school (or tertiary) level? How are they collected (questionnaires, self-identification etc.)?
- Are data on **broader aspects of educational quality** collected among students with different genders male and female (e.g. perceptions on discrimination, sense of belonging etc.)?

4.5.2. **Monitoring and evaluation of outcomes at the system levels**

- Provide information on:
  - Differences in **learning outcomes**,
  - Differences in **well-being outcomes**
  
  Between students from different genders. Also mention, if possible, how they differ by ethnic group, migration status, socio-economic status, and other personal characteristics (SEN, country of origin, etc.).
- Is **progress over time** monitored on the outcomes of students by gender at the system level or at the individual level?
4.5.3. Evaluating processes at the local and school (or tertiary) level

- Provide information on how schools (or tertiary education institutions) and local education administrations are evaluated (internally and externally) for their role in:
  - Achieving equity and inclusion
  - Raising awareness on diversity and addressing stereotypes

In relation to students from different genders. Please describe objectives, methodology and use of results of the evaluation processes.
5. Gender Identity and Sexual Orientation

This chapter is concerned with diversity related to gender identity and sexual orientation. “Sexual and gender minorities” refers to LGBTQI+ people, that is, lesbian, gay, bisexual, transsexual, queer and intersexual individuals. Gender is increasingly being acknowledged as a spectrum, and gender identity refers to a person’s internal sense of being masculine, feminine, or androgynous. Sexual orientation corresponds to the sexual and emotional attraction for the opposite sex, the same sex, or both.

Following the Project’s framework, this chapter addresses governance, resourcing, capacity building, supporting schools and monitoring to promote equity and inclusion in education systems in relation to students’ gender identity and sexual orientation.

Note:
Countries are kindly invited to respond to the most relevant questions for their context and to provide information to the extent available. Links to additional references/websites and documents would be very helpful.

5.1. Governing equality and the inclusion of the diversity induced by gender identity and sexual orientation in education systems

5.1.1. Equality and inclusion of LGBTQI+ individuals in educational goals

- What are the main goals of the education system for LGBTQI+ students? What are, more specifically, the more immediate policy priorities and education targets to ensure not only parity in enrolment and completion, but in all the outcomes related to education for them?

- Which are the most important challenges encountered by your education system in ensuring the inclusion of LGBTQI+ students?

5.1.2. Student learning objectives (curriculum)

- Does the curriculum refer to gender identity and sexual orientation? In which terms? From what levels are they included?
  - Specifically, are there references to gender, gender fluidity, LGBTQI+ history, culture and events in the curriculum?

- Is relationship and sexual education included in the curriculum? Does it include topics related to non-heterosexual relations? Does it mention gender identity? From which school level (e.g. primary, lower secondary, etc.) is it included? Is it part of a specific subject or a stand-alone class?

- In what ways does the curriculum promote a sense of self-worth and belonging of LGBTQI+ students (e.g. discussions on the evolution of LGBTQI+ rights, inclusion of LGBTQI+ issues or related events in subject curricula, etc.)?
5.1.3. *Regulatory framework for equity and the inclusion LGBTQI+ individuals in education*

- Are *non-heteronormative orientations* legally recognised in your country? Is gender defined as binary or non-binary in your country?
- How are LGBTQI+ individuals defined in the *legal framework* of your country? Which categories are recognised?
- How does the *legal framework* ensure equality, equity and inclusion principles for LGBTQI+ students? Respondents might refer to, among others, articles in the Constitution, Education Acts and anti-discrimination laws.
- What *specific rights* are granted to LGBTQI+ students?
- Are LGBTQI+ students *identified* in any way within education settings? If yes, how?
- Do *central policies or programmes* to encourage the education system to advance the goals of LGBTQI+ students exist? Are there different policies, targets or goals by level of education?

5.1.4. *Administrative authorities and responsibilities for the inclusion of LGBTQI+ individuals in education*

- Which *ministries, specific agencies or other bodies* are responsible for the inclusion of LGBTQI+ students in the education system and in schools (or tertiary education institutions)?
- How are *formal stakeholder consultation procedures* (with teacher unions, employers’ organisations, civil society organisation and others) organised in the education system regarding the inclusion of LGBTQI+ students?

5.2. *Resourcing for equity and the inclusion of LGBTQI+ individuals in education*

5.2.1. *General resourcing for equity and the inclusion of LGBTQI+ individuals in education*

- In countries where resources are distributed to schools according to *funding formulae*: are there any adjustments in the formula to specifically account for the needs of LGBTQI+ students?

5.2.2. *Targeted resourcing for equity and the inclusion of LGBTQI+ individuals in education*

- What *targeted financial or in-kind* (e.g. professional development opportunities for staff, additional teaching hours or positions) *resources* are provided to support LGBTQI+ students?
- Are resources attributed to *raise awareness* on LGBTQI+ issues, such as gender fluidity and related issues in schools?
5.3. Building capacity for managing equity and the inclusion of LGBTQI+ individuals in education

5.3.1. Raising awareness at the system level

- Are there any information campaigns to raise awareness on issues related to LGBTQI+ inclusion/exclusion, and the challenges LGBTQI+ students can face in the education system (e.g. bullying) and in society? What about challenges arising from the intersectionality of LGBTQI+-induced diversity with other dimensions of diversity?

5.3.2. Management of educational staff in relation with LGBTQI+-induced diversity

- Please describe how educational staff members (e.g. teachers, school leaders, teaching assistants) are trained, recruited, retained and evaluated to manage LGBTQI+ -induced diversity in schools and classrooms. If relevant, please also describe at the pre-primary and tertiary level.

- Are in-service or professional development trainings (compulsory or voluntary) offered to teachers that work with LGBTQI+ students?

- Do mentoring programmes exist for teachers (or tertiary level staff) in relation with LGBTQI+ diversity?

- How are additional staff members (such as psychologists, social workers, legal experts, volunteers from associations) to support the inclusion of LGBTQI+ students trained, recruited, retained and evaluated?

- For all these staff categories, are there trainings available to tackle the intersection of LGBTQI+-induced diversity with other dimensions of diversity?

- Are there measures to ensure that there is no discrimination within the educational workforce for LGBTQI+ individuals? Is the welfare of LGBTQI+ people in the educational staff ensured with specific norms or policies?

5.3.3. Preparation of all students for the inclusion of LGBTQI+ students

- How are students prepared to acknowledge and accept the variety of gender identities and sexual orientations?

5.4. Promoting school-level interventions to support equality and the inclusion of LGBTQI+ students in education

5.4.1. Matching resources within schools to respond to the learning needs of students of LGBTQI+ students

- Do schools (or tertiary education institutions) offer gender-neutral toilets or changing rooms for transsexual students? If not, are they allowed to use the services assigned to the gender they identify with?
5.4.2. Non-instructional support and services for LGBTQI+ students

- Please describe the type of counselling (e.g. career, legal, personal) that is available in schools (or tertiary education institutions) for LGBTQI+ students. Is there specific and anonymised support for students coming from/still in homophobic environments?

5.4.3. Engagement with parents and communities

- Are there different ways in which schools (or tertiary education institutions) engage with parents on the basis of students’ sexual orientation or gender identity? Do schools (tertiary education institutions) communicate to families the issues related to gender identity and sexual orientation?
- Do they engage with associations for further support and awareness raising?

5.5. Monitoring and evaluating equity and the inclusion of the diversity induced by gender identity and sexual orientation in education

5.5.1. Data collection on LGBTQI+ students

- Are data on LGBTQI+ students collected at the system level? At the local and school (or tertiary) level? How are they collected (questionnaires, self-identification etc.)?
- Are data on LGBTQI+ students collected on broader aspects of educational quality (e.g. perceptions on discrimination, sense of belonging etc.)?

5.5.2. Monitoring and evaluation of LGBTQI+ students’ outcomes at the system level

- Provide information on:
  - Differences in learning outcomes
  - Differences in well-being outcomes
  between LGBTQI+ students and their peers. Also mention, if possible, how they differ by ethnic group, migration status, socio-economic status, and other personal characteristics (SEN, country of origin, etc.).
- Is progress over time monitored on the outcomes of LGBTQI+ students at the system level?

5.5.3. Evaluating processes at the local and school level

- Provide information on how schools (or tertiary education institutions) and local education administrations are evaluated (internally and externally) for their role in:
  - Achieving equity and inclusion
  - Raising awareness on diversity and addressing stereotypes
in relation to LGBTQI+ students. Please describe objectives, methodology and use of results of the evaluation processes.
6. Special Education Needs (SEN)

This chapter is concerned with diversity related to special education needs. Special Education Needs (SEN) is a term used in many education systems to characterise the broad array of needs of students who are affected by learning disabilities, physical impairments and/or who suffer from mental disorders.

Following the Project’s framework, this chapter addresses governance, resourcing, capacity building, supporting schools and monitoring to promote equity and inclusion in education systems in relation to students with special education needs.

Notes:

When answering this section, please differentiate your answers as much as possible with respect to learning disabilities, physical impairments and mental disorders. Also mention, if relevant, where the groups overlap in terms of assistance offered. If the Country considers giftedness as a Special Education Need, please state so in Section 6.1.3 but provide answers specific to gifted students in Chapter 7.

Countries are kindly invited to respond to the most relevant questions for their context for this chapter and to provide information to the extent available. Links to additional references/websites and documents would be very helpful.

6.1. Governing equity and the inclusion of students with SEN in education systems

6.1.1. Equity and inclusion of students with SEN in educational goals

- What are the main goals of education for the three sub-categories of students with SEN? What are, more specifically, the more immediate policy priorities and education targets for this group of students?
- Which are the most important challenges encountered by your education system in including students with SEN?
- Are there references to SEN in overall education policy at the national and/or subnational policy programmes? Which ones?

6.1.2. Student learning objectives (curriculum)

- Does the curriculum refer to learning disabilities, physical impairments and/or mental health? Does it differ by level of education?
- In what ways does the curriculum promote a sense of self-worth and belonging of individuals with SEN (e.g. using characters with SEN in primary school books, discussing mental health and disabilities in health-related classes, etc.)?

6.1.3. Regulatory framework for equity and the inclusion of students with SEN in education

- Please state if your country utilises one or more of the following terms: learning disability, learning difficulty, learning disorder, intellectual disability. If any of
them is used, please provide the definitions and if possible the list of disorders that are classified under these groups.

- How are **Special Education Needs defined and categorised** in your country? Are SEN divided into sub-categories? List the disorders that are formally recognized as learning disabilities (or alternative denomination, to be specified) in the country’s legislation.

- Are **mental disorders** considered special education needs?

- Is the **right of access** to quality education for students with SEN granted in the legal framework of your country?

- Do students with SEN need to receive a **formal diagnosis** (with reference to mental health and learning disabilities in particular) in order to receive support within the education system? Are schools allowed and in charge of referring students for medical evaluation? What is the process to obtain a diagnosis of learning disability or mental disorder (e.g. autism)? Can schools certify by themselves the presence of a learning disability?

- Do **central policies or programmes** to encourage the education system to advance the goals of students with SEN exist? Are there different policies, targets or goals by level of education?

- How does the **legal framework** ensure equality, equity and inclusion principles for individuals with SEN? Respondents might refer to, among others, articles in the Constitution, Education Acts and anti-discrimination laws.

- What **specific rights** are granted to students with SEN?

### 6.1.4. Administrative authorities and responsibilities for the inclusion of students with SEN in education

- Which **ministries, specific agencies or other bodies are responsible** the inclusion of students with SEN in the education system and in schools (or tertiary education institutions)?

- How are **formal stakeholder consultation procedures** (with teacher unions, employers’ organisations, civil society organisation and others) organised in the education system regarding the inclusion of students with SEN?

### 6.1.5. Special provisions for students with SEN

- Are students with SEN **allowed into mainstream education**? Are special schools, classes or curricular activities offered to students with special education needs? Does your country have a one-track, two-track or multi-track approach?

- Is the **education provision** to students with SEN offered through additional providers (e.g. non-formal associations, private providers, public-private partnerships)? What **type of learning settings** are offered to students with SEN in the education system (e.g. mainstream, special education settings, and specialised part-time or full-time classrooms)? At which rates are the three sub-groups of students with SEN enrolled in the different learning settings?

- Do students with SEN, and in particular with learning disabilities and mental disorders, receive any **accommodation** (such as additional time during tests, or
breaks to move around) or modification (different learning material or different grading systems) to the curriculum? Please list the adjustments that are offered to students with SEN, differentiating between the three sub-groups where relevant.

- What levels of education are students with SEN able to access (pre-primary, primary, secondary, upper secondary, vocational education and training, tertiary education)? Are there any specific policies to help them transition between levels of education?
- In countries with free school choice, do selection mechanisms take into account the special needs of students?
- Are students with SEN offered specific education support, such as one-to-one instruction or assignment of a support teacher?
- Are there any forms of Individualised Education Plans (IEP) offered to students with SEN? Which requirements exist for receiving an IEP? Please describe the process for the definition of an IEP and the parties involved (teachers, counsellors, parents, students, etc.)

6.2. Resourcing for equity and the inclusion of students with SEN in education

6.2.1. General resourcing for equity and the inclusion of students with SEN in education

- In countries where resources are distributed to schools according to funding formulae: are there any adjustments in the formula to specifically account for SEN? If so – how do the adjustments depend on the type of SEN condition?

6.2.2. Targeted resourcing for equity and the inclusion of students with SEN in education

- Are there specific funds for special education? Which mechanisms are in place for the allocation of such funds?
- What targeted financial or in-kind (e.g. professional development opportunities for staff, additional teaching hours or positions) resources are provided to support the needs of students with SEN?
- How does your country ensure that teachers are effectively matched to schools so that they can support students with SEN? Does it differ by level of education?
- Are there financial incentives for schools (or tertiary education institutions) welcoming more students with SEN?
- Are there specific funds allocated to improve the school infrastructure (or infrastructure in tertiary education institutions) and make it accessible for students with physical impairments? Are all schools (or tertiary education institutions) required to have disability-friendly access points?
6.3. Building capacity for managing equity and the inclusion of students with SEN in education

6.3.1. Raising awareness at the system level

- Are there any information campaigns to raise awareness on issues related to students with SEN inclusion/exclusion, and the challenges they can face in the education system (e.g. bullying, non-recognition, isolation etc.) and in society?
- Are students with SEN characterised by a label (administratively or at the school level)? If not, why?

6.3.2. Management of educational staff in relation with SEN

- Please describe how educational staff members (e.g. teachers, school leaders, teaching assistants, special education teachers) are trained, recruited, retained and evaluated to support students with SEN in school and classrooms. List the types of specialised support staff who are recognised in the educational system. If there is any, how are they trained? If relevant, please also describe training at pre-primary and tertiary level.
- Are in-service or additional trainings (compulsory or voluntary) offered to teachers that work with students with SEN?
- Do mentoring programmes exist for teachers (or tertiary level staff) in relation with this dimension of diversity?
- What kind of training is available to develop teachers’ capacity to support students with SEN through the use of digital learning resources?
- How are additional staff members to support the inclusion of students with SEN, such as psychologists, medical practitioners, counsellors, volunteers from associations, individual support trained, recruited, retained and evaluated?
- For all these staff categories, are there trainings available to tackle the intersection of this dimension of diversity with others?
- Are there measures to promote this dimension of diversity and guarantee its representativeness within the educational workforce?

6.3.3. Preparation of all students for the inclusion of students with SEN

- How are all students prepared to include peers with SEN? Do policies exist to promote student-to-student mentoring in schools or tertiary education institutions?

6.4. Promoting school-level interventions to support equity and the inclusion of students with SEN in education

6.4.1. Matching resources within schools to respond to the learning needs of students of students with SEN

- How are students with SEN organised into learning groups within schools or assigned to classes? Are they grouped according to criteria other than age
(e.g. based on abilities, preferences, background)? Is there any evidence on the impact of such practices?

- Are there differences in terms of **class size or number of teachers/support staff** available for students with SEN?
- How is **space in schools** (or tertiary education institutions) used to accommodate the needs of students with SEN? What policies exist to create adequate learning environments for students SEN also beyond the classroom?
- Is the **learning time** of students with SEN organised differently from that of their peers?
- Are there specific **extracurricular activities** offered to students with SEN?
- Are there specific **ICT resources** in schools to support students with special education needs?

**6.4.2. Learning strategies to address the needs of students with SEN**

- Do **students** with SEN have special provisions for their **assessment**? For instance, do they receive diagnostic assessment prior to instruction? Are they included in national examinations at key stages of their educational careers or in international standardised tests? Are there accommodations for their assessment at tertiary level?
- What **teaching strategies/ pedagogical approaches** are used in the **classroom** to engage and support students with SEN?
- How is **technology used in the classroom** to support the learning of students with SEN, and in particular with learning disabilities and different impairments?

**6.4.3. Non-instructional support and services for students with SEN**

- Please describe the **type of counselling** (e.g. career, personal) and services (e.g. medical, therapeutic, legal) available in schools (or tertiary education institutions) for students with SEN.
- Are there **interactions between schools, parents and communities** to support the learning of students with SEN? In what ways do schools (or tertiary education institutions) engage with parents of students with SEN? Do schools engage with associations?

**6.5. Monitoring and Evaluating equity and the inclusion of students with SEN**

**6.5.1. Data collection on SEN**

- Are **data** on students with SEN collected at the **system level**? At the local and school (or tertiary) level? How are they collected?
- If the country runs **standardised tests**, do students with SEN participate?
- Are data on **broader aspects of educational quality** collected among students with SEN (e.g. perceptions on discrimination, sense of belonging etc.)?
6.5.2. Monitoring and evaluation of students with SEN’s outcomes at the system level

- Provide information on:
  - Differences in learning outcomes
  - Differences in well-being outcomes

between students with SEN and their peers, and also among different categories of SEN. Also mention, if possible, how they differ by ethnic group, migration status, socio-economic status, and other personal characteristics (gender, country of origin, etc.)

- Is progress over time monitored on the outcomes of students with SEN at the system level?

6.5.3. Evaluating processes at the local and school (or tertiary) level

- Provide information on how schools (or tertiary education institutions) and local education administrations are evaluated (internally and externally) for their role in:
  - Achieving equity and inclusion
  - Raising awareness on diversity and addressing stereotypes

in relation to students with SEN. Please describe objectives, methodology and use of results of the evaluation processes.
7. Giftedness

This chapter is concerned with diversity related to giftedness. Gifted students are students who have been classified as having significantly higher than expected intellectual abilities given their age, with intellectual abilities being assessed through psychometric tests of cognitive functioning and/or performance in classroom evaluations. Students can also be considered to be gifted in specific domains that are not strictly academic in nature, such as music.

Following the Project’s framework, this chapter addresses governance, resourcing, capacity building, supporting schools and monitoring to promote equity and inclusion in education systems in relation to students identified as gifted.

Note:
Countries are kindly invited to respond to the most relevant questions for their context and to provide information to the extent available. Links to additional references/websites and documents would be very helpful.

7.1. Governing equity and the inclusion of giftedness in education systems

7.1.1. Equity and inclusion of gifted students in educational goals

- Are there references to giftedness in education policy at the national and/or subnational policy programmes? Which ones? If yes, what are the main goals of education for gifted students? What are, more specifically, the more immediate policy priorities and education targets for this group of students?
- Which are the most important challenges encountered by your education system in including gifted students?

7.1.2. Student learning objectives (curriculum)

- Does the curriculum refer to giftedness? Does it differ by level of education?
- In what ways does the curriculum promote a sense of self-worth and belonging of gifted students (e.g. inclusion of gifted personalities or related events in subjects curricula, etc.)?

7.1.3. Regulatory framework for equity and the inclusion of gifted students in education

- Is there an official/legal definition of giftedness at the national and/or the subnational levels? Respondents are encouraged to describe the main theoretical approach used to conceptualise giftedness.
- Is giftedness considered a category of its own or a subcategory of special education needs in your country?
- If gifted students receive a formal diagnosis in order to receive support within the education system, how are gifted students identified (performance-based, IQ tests, parents’ nominations, teachers’ nominations, etc.)? Are schools allowed and in
charge of referring students for pedo-psychological evaluation? Can schools certify by themselves if a student is gifted?

- How does the legal framework ensure equity and inclusion principles for gifted individuals? Respondents might refer to, among others, articles in the Constitution, Education Acts and anti-discrimination laws.

- Do central policies or programmes encourage the education system to advance the goals of gifted students? Are there different policies, targets or goals by level of education?

7.1.4. Administrative authorities and responsibilities for the inclusion of students identified as gifted

- Which ministries, specific agencies or other bodies are responsible for gifted students? Do they differ by level of education?

- How are formal stakeholder consultation procedures (with teacher unions, employers’ organisations, civil society organisation and others) organised in the education system regarding gifted students?

7.1.5. Special provisions for students identified as gifted

- Is the education provision to gifted students offered through additional providers (e.g. non-formal associations, private providers, public-private partnerships)? Do gifted students receive any accommodation (such as advanced courses from a higher level of education, or breaks to move around) or modification (such as differentiation, enrichment, international curriculum) to the curriculum?

- What type of learning settings are offered to gifted students in the education system (e.g. mainstream, special education settings, specialised part-time or full-time classrooms)? Is differentiated teaching supported? What are the strategies preferred at the system level?

- In countries with free school choice, do selection mechanisms take into account students’ giftedness?

- Are gifted students offered specific education support, such as one-to-one instruction or assignment of a support teacher?

- Are there any forms of Individualised Education Plans (IEP) offered to gifted students? Which requirements exist for receiving an IEP? Please describe the process for the definition of an IEP and the parties involved (teachers, counsellors, parents, students, etc.)

7.2. Resourcing for equity and the inclusion of gifted students

7.2.1. General resourcing for equity and the inclusion of gifted students

- In countries where resources are distributed to schools according to funding formulae: are there any adjustments in the formula to specifically account for gifted students?
7.2.2. Targeted resourcing for equity and the inclusion of gifted students

- What targeted financial or in-kind (e.g. professional development opportunities for staff, additional teaching hours or positions) resources are provided to support the needs of gifted students?

- Are there specific funds for gifted education? Which mechanisms are in place for the allocation of such funds?

- How does your country ensure that teachers are effectively matched to schools so that they can support gifted students when it is needed?

7.3. Building capacity for managing equity and the inclusion of gifted students in education

7.3.1. Raising awareness at the system level

- Are there any information campaigns to raise awareness on issues related to gifted students inclusion/exclusion, and the challenges and opportunities they can have in the education system (e.g. lack of motivation, school failure etc.) and in society?

- Are gifted students characterised by a label (administratively or at the school level)? How are their needs assessed?

7.3.2. Management of educational staff for managing giftedness

- Please describe how educational staff members (e.g. teachers, school leaders, teaching assistants) are trained, recruited, retained and evaluated to support gifted students in school and classrooms. If relevant, please also describe training at pre-primary and tertiary level.

- Are in-service or additional trainings (compulsory or voluntary) offered to teachers that work with gifted students?

- Do mentoring programmes exist for teachers (or tertiary level staff) in relation with this dimension of diversity?

- What kind of training is available to develop teachers’ capacity to support gifted students through the use of digital learning resources?

- How are additional staff members to support the inclusion of gifted students, such as psychologists, medical practitioners, counsellors, volunteers from associations, individual support trained, recruited, retained and evaluated? Are educational staff prepared to address some students’ twice-exceptionality (e.g. giftedness and physical impairment, or giftedness and neurodevelopmental disorder)? If yes, how?

- For all these staff categories, are there trainings available to tackle the intersection of this dimension of diversity with other dimensions?

- Are there measures to promote this dimension of diversity and guarantee representativeness within the educational workforce?
7.3.3. **Preparation of all students for the inclusion of gifted students**

- Do policies exist to promote **mentoring strategies** for gifted students? What are the preferred/most common strategies (e.g. educator-to-student mentoring, student-to-student mentoring, expert-to-student mentoring) in schools (or tertiary education institutions)?

7.4. **Promoting school-level interventions to support equity and the inclusion of gifted students in education**

7.4.1. **Matching resources within schools to respond to the learning needs of gifted students**

- How are gifted students organised into **learning groups** within schools or assigned to **classes**? Are they grouped according to criteria other than age (e.g. based on abilities)? Is there any evidence on the impact of such practices?

- Are there differences in terms of **class size** or **number of teachers/support staff** available for gifted students? Outline recent trends in these indicators. Do they differ by level of education?

- Is there **any quota, formal or informal**, on the maximum number of gifted students in a class or school?

- Are the **learning time** (such as longer classes) and **space** of gifted students organised differently from that of their peers?

- Is the **school calendar** organised differently for gifted students? What is the average number of hours of instruction per week and year for gifted students? Does it differ by level of education?

- Is a **regular school day organised** differently for gifted students compared to their peers? How are learning activities distributed among regular instruction, extracurricular activities and homework?

- Are there specific **extracurricular activities** offered for gifted students?

- Are there **specific ICT resources** in schools to support gifted students?

7.4.2. **Learning strategies to address gifted students’ needs**

- Do gifted **students** have special provisions for their **assessment**? For instance, do they receive diagnostic assessment prior to instruction?

- Are there any forms of **differential pedagogy** for gifted students? Please, if possible, give some examples of differentiated pedagogy strategies used in schools.

- Are **accommodations or special education programmes** offered to them?

- How are **enrichment and/or acceleration strategies** used to respond to the needs of gifted students at the school level? Respondents are invited to give examples as detailed as possible.

- Are there particular strategies to support gifted **students’ development of socio-emotional skills**?
• How is technology used in the classroom to support the learning of gifted students?

7.4.3. Non-instructional support and services for gifted students

• Please describe the type of counselling (e.g. career, personal) and services (e.g. therapeutic) available in schools (or tertiary education institutions) for gifted students.

• Describe the interactions between schools (or tertiary education institutions), parents and communities. In what ways do schools (or tertiary education institutions) engage with parents of gifted students?

7.5. Monitoring and evaluating equity and the inclusion of gifted students

7.5.1. Data collection on giftedness in education

• Are data on gifted students collected at the system level? At the local and school (or tertiary) level? How are they collected?

• Are data on broader aspects of educational quality collected among gifted students (e.g. motivation, sense of belonging etc.)?

7.5.2. Monitoring and evaluation of gifted students’ outcomes at the system level

• Provide information on:
  o Differences in learning outcomes
  o Differences in well-being outcomes

  between gifted students and their peers. Also mention, if possible, how they differ by ethnic group, migration status, socio-economic status, and other personal characteristics (country of origin, SEN).

• Is progress over time monitored on the outcomes of gifted students at the system level?

7.5.3. Evaluating processes at the local and school level

• Provide information on how schools (or tertiary education institutions) and local education administrations are evaluated (internally and externally) for their role in:
  o Achieving equity and inclusion
  o Raising awareness on diversity and addressing stereotypes

in relation to gifted students. Please describe objectives, methodology and use of results of the evaluation processes.
Annex A. Suggested structure and format

This annex provides some technical details to assist countries in preparing their Country Background Report (CBR). The CBR should be provided in electronic format, preferably as a Word document, suitable for placement on the OECD website.

The structure of the report might differ from country review to country review. While Chapter 1 will be included in all reports, subsequent chapters depend on the dimensions of diversity chosen by the country.

Structure of the report (sample)

- Table of Contents
- List of acronyms and glossary of terms
- Executive Summary
- Chapter 1. Governing diversity, equity and inclusion in education
- Chapter 2. Migration-induced diversity
- Chapter 3. Ethnic groups, national minorities and Indigenous peoples
- Chapter 4. Gender
- Chapter 5. Gender identity and sexual orientation
- Chapter 6. Special education needs
- Chapter 7. Giftedness
- Additional chapter on another dimension of diversity (if needed)
- References
- Annexes (if any)

Format

To ensure that CBRs have a consistent appearance and are easy to use we would appreciate it if you could follow these format guidelines:

- Font Times 11;
- Single spacing;
- Page size A4;
- Pages numbered;
- Normal text, single spacing within paragraphs, with a space between paragraphs;
- Paragraphs should be numbered sequentially throughout the document (1, 2, 3, etc.);
- Lists should be indented; points in a list should be indicated with bullets or numbers;
- Tables and figures should be prepared in Excel or Word, if possible. Each table and figure should have a title and a source, as well as notes as appropriate. Please insert the tables and figures as "pictures" in the document, not floating over the text; and
- References should appear as needed throughout the text in round brackets, specifying the author and the date, like (Smith, 2004); Full references should be given in the reference list.
Annex B. Additional suggested questions

As a complement to the core questions provided in the main chapters of these guidelines, this annex suggests additional questions to be addressed in the Country Background Report in case extra resources are available for its preparation. They are selected as they can provide relevant additional information for both the country-specific analysis and the comparative analysis undertaken in the project.

The additional questions are listed per chapter and section. Cross-references are provided too. As requested for the earlier core questions, it is advised to provide answers differentiating by education level where possible and relevant. In particular, if relevant, countries are advised to provide information also for pre-primary education and tertiary education.

Chapter 1. Governing Diversity, Inclusion and Equity in Education

1.2. Regulatory framework for diversity and inclusion in education

- What guidelines and programmes are developed to promote civic and citizenship education aimed at promoting respect for diversity? If they do not exist, please explain the reasons (e.g. they are not a priority, it is a sensitive topic for the population, etc.)

1.3. Responsibilities for and administration of diversity and inclusion in education

- Are formal stakeholder consultation procedures (with teacher unions, employers’ organisations, civil society organisations and others) organised in the education system regarding issues of diversity, equity and inclusion in education?
- Which level(s) of government is responsible for the area of diversity, equity and inclusion in education? What are the bodies/entities involved?

1.4. Education provision to account for diversity

- In addition to school-level formal actors, what type of non-formal actors are involved in the learning of diverse student groups (e.g. members of minority communities, special aids)?

1.5. General and targeted distribution of resources for diversity in education

- Are there specific measures to facilitate access to early childhood education and care (e.g. universal or targeted free preschool)?

Chapter 2. Migration-induced Diversity

2.3.1. Raising awareness at the system level

- Is there any form of training for or awareness raising among relevant staff of educational authorities on migration-induced diversity? If so, please describe.

2.3.2. Management of educational staff in relation with migration-induced diversity
For teachers, teaching assistants and school staff, are there **trainings available to tackle the intersection** of migration-induced diversity with other dimensions of diversity (e.g. trainings on the specific issues faced by immigrant women)?

2.4.1. Matching resources within schools to respond to the learning needs of students with an immigrant background

- Is the **average number of hours of instruction per week and year** for students with an immigrant background different from that of native students?
- Is **space in schools** (or tertiary education institutions) used to accommodate the needs of students with an immigrant background? What policies exist to create adequate learning environments for students with an immigrant background also beyond the classroom?

2.5.1. Data collection of migration-induced diversity

- Are there **available databases** on students with an immigrant background? At what level of education?
- Do the used data collection methods allow for the **collection of disaggregated data**? Among the general population? Among the student population?

### Chapter 3. Ethnic Groups, National Minorities and Indigenous Peoples

3.3.1. Raising awareness at the system level

- Is there any **form of training for or awareness raising** among relevant staff of educational authorities on diversity induced by ethnic groups, national minorities or and Indigenous communities? If so, please describe.

3.3.2. Management of educational staff in relation with ethnic groups, national minorities and Indigenous peoples in education

- For teachers, teaching assistants and school staff, are there **trainings available to tackle the intersection** of the diversity induced by ethnic groups, national minorities and Indigenous peoples with other dimensions of diversity (e.g. trainings on the specific issues faced by Roma boys)?

3.4.1. Matching resources within schools to respond to the learning needs of students from ethnic groups, national minorities and Indigenous communities

- Is **space in schools** (or tertiary education institutions) used to accommodate the needs of students from ethnic groups, national minorities and Indigenous peoples? What policies exist to create adequate learning environments for these groups of students also beyond the classroom?

3.5.1. Data collection on ethnic groups, national minorities and Indigenous peoples

- Are there **available databases** on students from ethnic groups, national minorities and Indigenous peoples? At what level of education?
- Do the used data collection methods allow for the **collection of disaggregated data**? Among the general population? Among the student population?
Chapter 4. Gender

4.3.1. Raising awareness at the system level on gender-related issues at the system-level

- Is there any form of training for or awareness raising among relevant staff of educational authorities on gender equality? If so, please describe.
- Are there campaigns, activities, events etc. on the specific issues faced by women in society?

4.3.2. Management of educational staff in relation with gender-related issues in education

- For teachers, teaching assistants and school staff, are there trainings available to tackle the intersection of gender with other dimensions of diversity?

4.5.1. Data collection on male and female students

- Are disaggregated data by gender collected among other dimension of diversity-induced groups (e.g. dropouts of boys across immigrant groups, achievement of Roma girls, perception of discrimination of boys and girls with SEN)?

Chapter 5. Gender Identity and Sexual Orientation

5.3.1. Raising awareness at the system level

- Is there any form of training for or awareness raising among relevant staff of educational authorities on issues encountered by LGBTQI+ individuals? If so, please describe.
- Are there any anti-trans/homophobia initiatives within the education system? More broadly, are there anti-bullying campaigns addressing trans/homophobia?

5.3.2. Management of educational staff in relation with LGBTQI+-induced diversity

- For teachers, teaching assistants and school staff, are there trainings available to tackle the intersection of LGBTQI+-induced diversity with other dimensions of diversity (e.g. trainings on the specific issues faced by transsexual women from ethnic minority groups)?

5.3.3. Preparation of all students for the inclusion of LGBTQI+ students

- Are schools autonomous in organising events to support LGBTQI+ students’ inclusion (e.g., Pride day)?

5.5.1. Data collection on LGBTQI+ students

- Are there available databases on LGBTQI+ students?
- Do the used data collection methods allow for the collection of disaggregated data (by gender, ethnic group, disadvantaged background etc.)?
Chapter 6. Special Education Needs (SEN)

6.1.5. Special provisions for students with SEN

- Are there specific accommodations for twice-exceptional students (e.g. with learning disability or mental disorder and gifted)?

6.3.1. Raising awareness at the system level

- Is there any form of training for or awareness raising among relevant staff of educational authorities on issues encountered individuals with SEN? If so, please describe.

6.3.2. Management of educational staff in relation with SEN

- For teachers, teaching assistants and school staff, are there trainings available to tackle the intersection of SEN-induced diversity with other dimensions of diversity (e.g. trainings on the specific issues faced by twice-exceptional students)?

6.4.3. Non-instructional support and services for students with SEN

- In what way do schools (or tertiary education institutions) engage with medical providers for the support of students with SEN?

6.5.1 Data collection on SEN

- Are there available databases on SEN students? Are there registers of students with specific disorders (e.g. ADHD, Autism)?

- Do the used data collection methods allow for the collection of disaggregated data (by gender, ethnic group, disadvantaged background etc.)?

Chapter 7. Giftedness

7.3.1. Raising awareness at the system level

- Is there any form of training for or awareness raising among relevant staff of educational authorities on giftedness? If so, please describe.

7.3.2. Management of educational staff for managing giftedness

For teachers, teaching assistants and school staff, are there trainings available to tackle the intersection of giftedness-induced diversity with other dimensions of diversity (e.g. trainings on the specific issues faced by twice-exceptional students)?

7.5.1. Data collection on giftedness in education

- Are there available databases on gifted students?

- Do the used data collection methods allow for the collection of disaggregated data (by gender, ethnic group, disadvantaged background etc.)?