

# Glossary

This glossary provides definitions of key terms used in the Education for Inclusive Societies Project Policy survey on school attendance problems. Where possible, internationally agreed terms and associated definitions have been used throughout the survey. While the Project understands that many terminologies differ among education systems, the definitions included in the table below should be understood as operational definitions necessary to carry out cross-country comparative analysis.

Terminology	Definition
Ethnic groups, national minorities or belonging to Indigenous communities	Ethnicity refers to a group or groups to which people belong, and/or are perceived to belong, as a result of historical dynamics as well as certain shared characteristics. In some countries, ethnicity can be proxied by nationality. The concept of race (racial groups) is close to the notion of ethnicity, but is not adopted by the Project due to the negative connotation it carries in some OECD countries. National minority is an administrative category to which ethnic groups can belong or not. Indigenous peoples are inhabitants prior to colonisation.
Gender (female and male students)	Gender diversity traditionally concerns the different outcomes that females and males achieve in educational settings.
Gender identity or sexual orientation	“Sexual and gender minorities” refers to LGBTQI+ people, that is, lesbian, gay, bisexual, transgender, queer and intersex individuals. The “+” is often added to the LGBTQI acronym to include people who do not self-identify as heterosexual and/or cisgender but who would not apply the LGBTQI label to themselves either. These people include questioning individuals, pansexual individuals, or asexual individuals.
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. Some countries include giftedness among the conditions included in special education needs. The project understands giftedness as a separate dimension of induced diversity in student populations and will be treated as such throughout the survey.

Immigrant background	Individuals are considered to have an immigrant background or to have an immigrant-heritage if, for instance, they or at least one of their parents was born in a country that is different from the country in which they access educational services. The definition might vary across education jurisdictions and can also include students with different country of citizenship, asylum seekers, refugees, internally displaced peoples, etc.
School exclusion	The formal removal of a student from school, either temporarily or permanently, usually as a disciplinary measure.
School refusal	A condition where a student refuses to attend school, stay in school or remain in classes. Students may avoid school due to experiences of intense anxiety, emotional distress or other reasons.
School withdrawal	School withdrawal can refer to the removal of a student from school, often due to relocation, homeschooling or other significant life changes.
Socio-economic status	Socio-economic status is a broad concept that aims to capture students' access to family resources (i.e. economic capital, social capital, and cultural capital) and the social position of the student's family/household.
Special education needs	<p>Special education needs is a term used in many education jurisdictions to characterise the broad array of needs of students affected by learning disabilities, physical impairments and/or who suffer from poor mental health.</p> <p>Learning disabilities are disorders that affect the ability to understand or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention. The most common Learning Disabilities are: Dyslexia, Dyscalculia, Dysgraphia, and Auditory Processing Disorder (APD).</p> <p>Poor mental health can be both a consequence of lack of support for students experiencing disabilities and impairments, as well as a distinct medical condition hampering students' academic progress and broader well-being. The most common mental health conditions affecting children in school include: developmental disorders (Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, Tourette's Syndrome), depressive Disorders, anxiety</p>

	<p>Disorders, disruptive, Impulse-Control and Conduct Disorders (Oppositional defiant disorder - ODD, Conduct Disorder).</p> <p>Physical impairments affect the ability of individuals to access physical spaces due to reduced mobility or to access information that is delivered in specific ways: visual delivery for visual impairments and voice/sounds for hearing impairments.</p>
Truancy	<p>The act of deliberately staying away from school without permission or a valid excuse.</p>