STRENGTH THROUGH DIVERSITY: EDUCATION FOR INCLUSIVE SOCIETIES

Lucie Cerna, Project Leader

Webinar, 27 January 2022

OECD
BETTER POLICIES FOR BETTER LIVES

Value added of the project

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

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

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

Three **areas of work**

Analytical work

- **Conceptual framework** on diversity, equity and inclusion published (EDU WP [No 260](#))
- **Developing knowledge base** on: SEN, ADHD, Roma inclusion, giftedness, inclusive teaching, socio-economic rationale of inclusion, inclusion of immigrant and refugee students, gender stereotypes, LGBTQI+ inclusion, indicators for inclusion, digital equity and inclusion, and intersectionality.
- Preparing **Synthesis Report** (to be published in December 2022, at Education Ministerial)
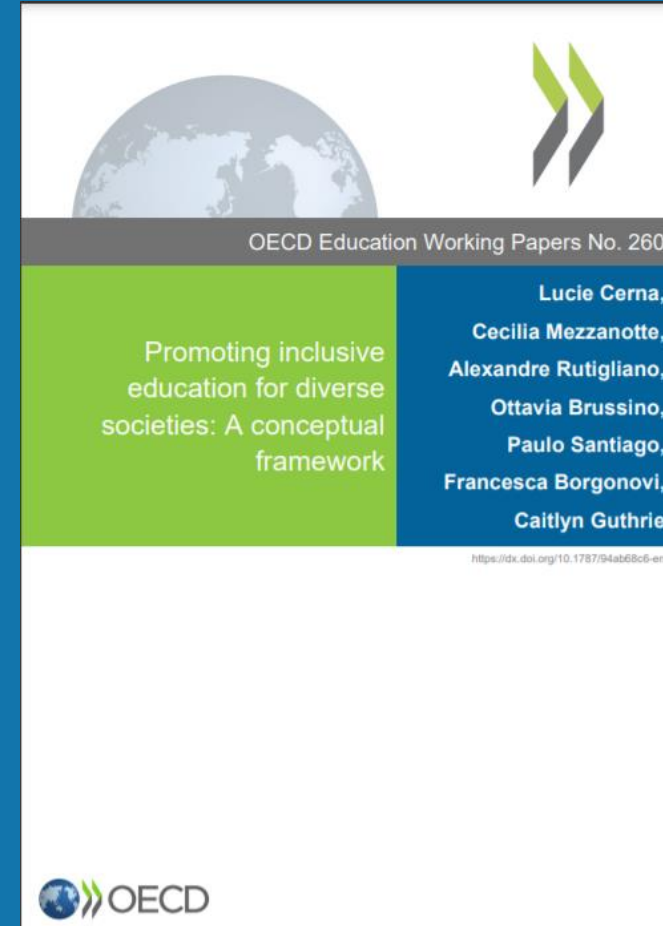
Country work

- Finalising Portugal's **Country Review of Inclusive Education** (Q1 2022)
- Finalising Chapter in **Country Review** of German-speaking Community of Belgium (Q1 2022)
- Providing targeted support on **Right to Learn programmes** in Finland (Q2 2022)
- Offering **Thematic Policy Briefs** as a **new mode** of participation ([EDU/EDPC/RD(2021)5](#))
- Launching soon the **Policy Survey** on equity and inclusion in education ([EDU/EDPC/RD(2021)10](#))

Sharing & peer learning

- 9th Policy Forum and 4th Meeting of Country Representatives (17/18 March 2022)
- **Peer learning** events and webinars, with possible country co-hosting

FRAMEWORK

OECD Education Working Papers No. 260

Lucie Cerna,
Cecilia Mezzanotte,
Alexandre Rutigliano,
Ottavia Brussino,
Paulo Santiago,
Francesca Borgonovi,
Caitlyn Guthrie

Promoting inclusive education for diverse societies: A conceptual framework

https://dx.doi.org/10.1787/94ab68c6-en

OECD

https://doi.org/10.1787/94ab68c6-en

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

How can education systems support the learning and well-being outcomes of diverse populations and be more **inclusive**?

How can education systems support all individuals so that they are able to **engage with others** in increasingly diverse and complex societies?

Aim of the Project

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

Defining **diversity**, **equity** and **inclusion** in education

Diversity

Refers to people's differences that represent **salient dimensions** that define group membership (how people perceive themselves or are being perceived).
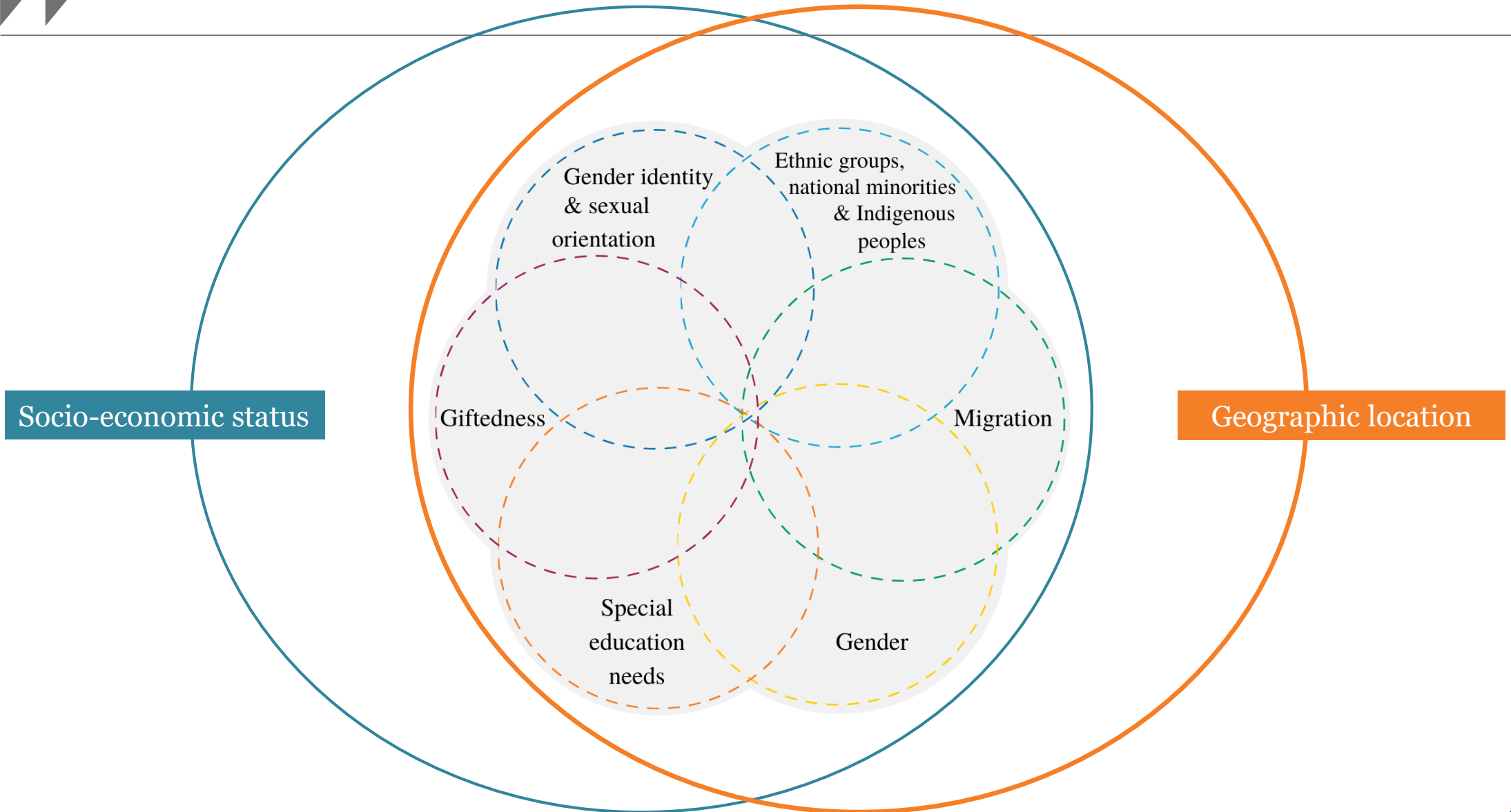
Equity

Equitable education systems are those that ensure the **achievement of educational potential** is not the result of personal and social circumstances, including factors such as gender, ethnic origin, immigrant status, special education needs and giftedness.

Inclusion

An **on-going process** aimed at **offering quality education for all while respecting diversity** and the different needs and abilities, characteristics and learning expectations of the **students and communities**, eliminating all forms of discrimination (UNESCO, 2009).

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

Socio-economic status

Geographic location

Gender identity & sexual orientation

Ethnic groups, national minorities & Indigenous peoples

Giftedness

Migration

Special education needs

Gender

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

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

Application of the framework

Analytical work

Country-specific work

Peer-learning work

Other projects in the Directorate for Education and Skills

Preparations for 2022 Education Ministerial

Example of **analytical work**: policies that support students with ADHD

| **Governance** | **Resourcing** | **Developing capacity** | Promoting **school-level interventions** |

Different **requirements** to receive support in education systems:
- Diagnosis (USA, Canada)
- No diagnosis (Finland)

There are also different provisions of learning settings and curricula accommodations or modifications

Different forms of **resourcing** for schools

- Included in the general funding for SEN (Australia)
- Eligible for specific funding

Additional **training and in-service training**, administered at national, subnational or local level (Lombardy, Italy), and guidelines provisions for teachers (Canada, USA) Awareness raising among teaching staff, students and communities

Schools adopt **different interventions**:
- Adopt differentiated classroom strategies
- Take advantage of assistive technology
- Promote physical activity
- Engage families

Example of **country-specific work**: Review of Inclusive Education in Portugal

Governance & resourcing

- Decree-Law No. 54/2018 on **Inclusive Education**
- Decree-Law No. 55/2018 on **Curricular flexibility**
- Enable **stakeholders** in education
- Assign **resources to schools**, not "to individual students" (when needed, schools can allocate support to groups)

Developing capacity

- **Continuous professional learning**, supported by Teacher Training Centres and Resource Centres for Inclusion
- **Raise awareness** of inclusion in education system and society

Promoting **school-level interventions**

- Increased **school autonomy**
- Use of **multidisciplinary teams**
- Create **positive learning environment**
- Provide **accessibility** (physical and pedagogical)
- Engage **families/communities**

Monitoring and evaluation

- Develop comprehensive **monitoring system** with relevant **indicators** to assess the effectiveness of Decree-Law No. 54/2018
- Many good practices in schools/clusters, but **evaluations** often missing

Thank you!

For more information:

💻 *Lucie.Cerna@oecd.org*

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