



THE SOCIAL AND ECONOMIC RATIONALE OF INCLUSIVE EDUCATION

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An overview of the paper

1. Conceptualising Inclusive education

1. Defining inclusive education
2. The relation between education, individuals' life outcomes and societal outcomes
3. The benefits and costs of inclusive education

2. Effects of exclusion and inclusion in education for diverse groups of students

1. Special Education Needs
2. Immigrants and refugees
3. Ethnic groups, national minorities and Indigenous students
4. Gender
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6. Gifted students

3. The way forward: challenges to consider for policymakers

1. Quantitative analyses: a difficult but fundamental endeavour
2. Intersectionality: a challenging implementation
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4. Pushing the agenda further: beyond inclusion?



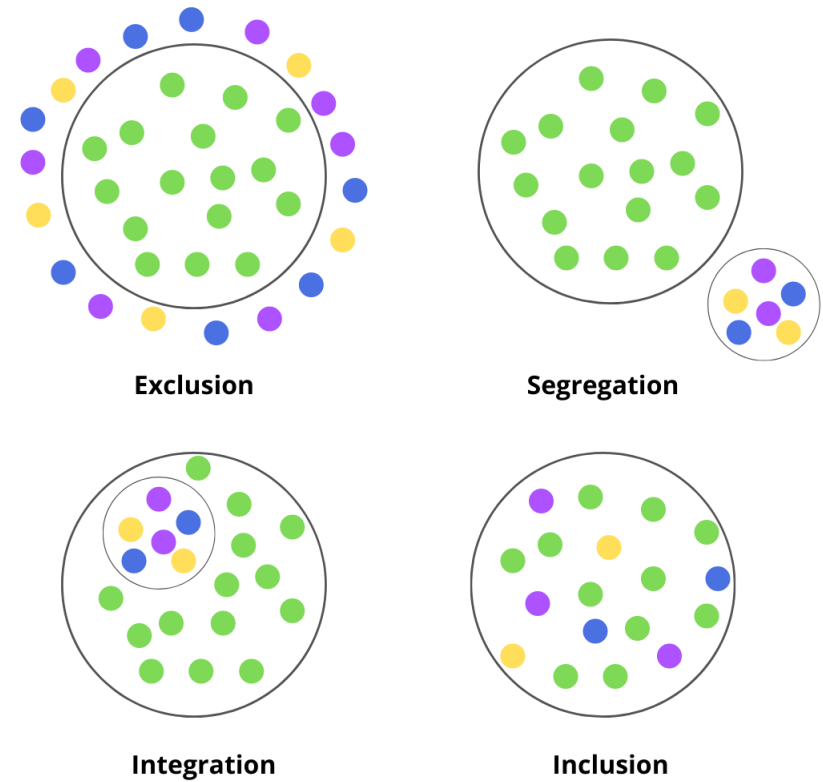
Defining inclusive education

Definition adopted

Inclusive education is as “*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

Historic developments: beyond integration





The benefits and costs of inclusive education

Literature attributes several **benefits** to inclusive education settings:

- Improving the **quality** of education
- Improving students' academic **achievement**
- Fostering **socio-emotional growth**, self-esteem and peer acceptance
- Fighting **stigma, stereotyping, discrimination** and alienation in schools and societies
- Strengthening **social competences** while also building up **social cohesion**

But what about **economic** and **financial sustainability** of such reforms?

There are some **challenges**:

1. Lack of comprehensive estimates of costs and benefits
2. How to estimate the current losses of potential
3. Identify most affected categories of students, to the limited availability of relevant data



Potential benefits and costs of inclusive education

Benefits

Improving performance of **low achievers** can generate economic gains

There exist few **estimates** discuss the **costs of not including** diverse groups:

- ADHD loss of productivity
- Including Roma individuals across Central and Eastern Europe and Balkans Countries
- Gender discriminations cost for OECD countries

Costs

Comprehensive **economic analysis** is **difficult** to perform

A **shift** to an inclusive education system is **not designed to be a cost-cutting intervention**

- An inclusive model's onset requires resources

However, it would entail **eliminating redundancy** and the high costs of running parallel systems.





Analytical approach of the paper

So **how** to analyse the economic and social costs/gains of inclusive education?

The paper discusses how the **current system limits** the achievement and well-being of diverse groups of students, and describes how that impacts societies.

Where possible, it also introduces evidence on how inclusive reforms can improve such outcomes.



Analytical approach of the paper

For the **six groups of diverse students**, the paper considers:



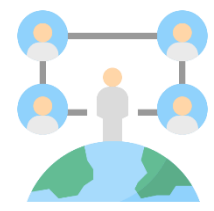
Academic
outcomes



Social
outcomes



Economic
outcomes



Societal
outcomes



A few examples: Students with Special Education Needs



Academic outcomes: disparities in enrolment, graduation rates and university enrolment and completion



Social outcomes: lack of social inclusion, lower sense of belonging, poor emotional well-being



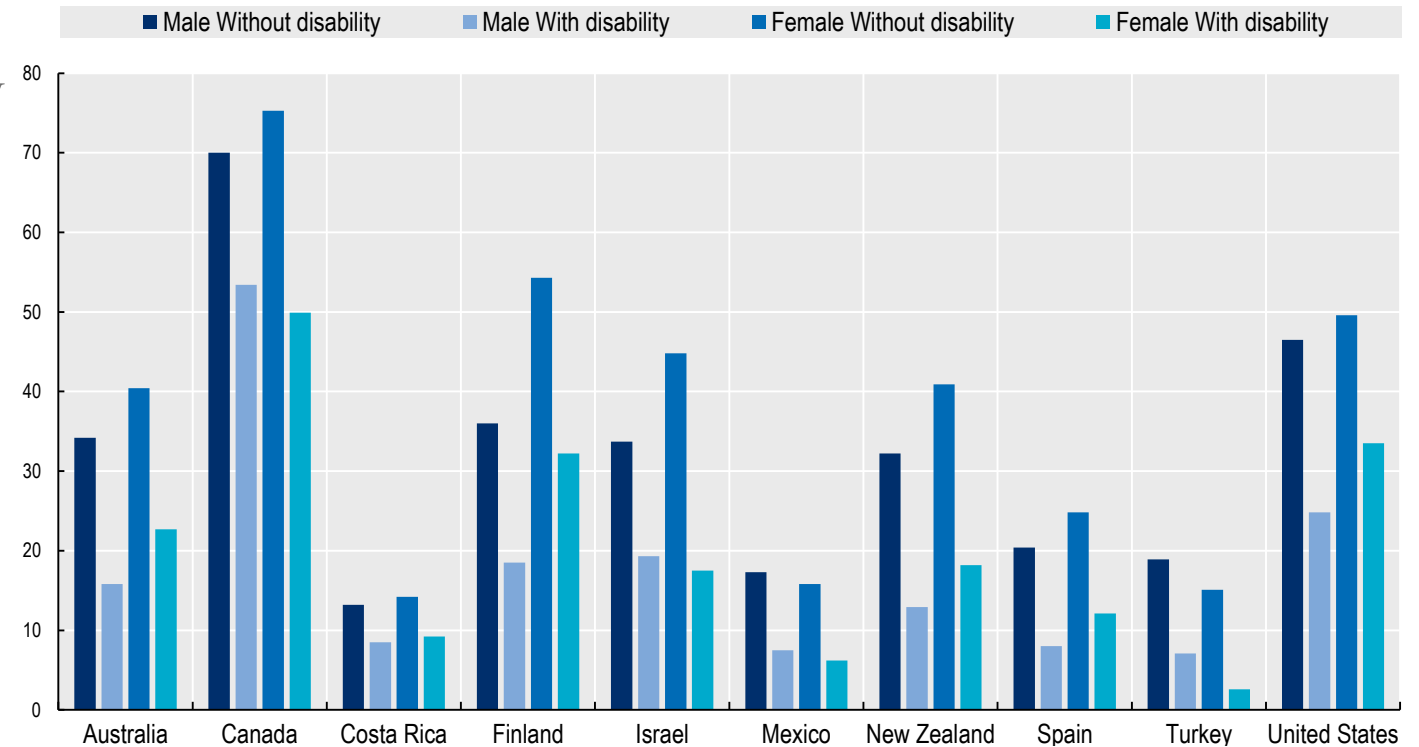
Economic outcomes: lower employment rates, earnings, higher dependency on social grants, lower mental and physical health outcomes



Societal outcomes: reduced family income, loss of workforce productivity, higher social protection costs,



University completion rates disaggregated by disability status and sex

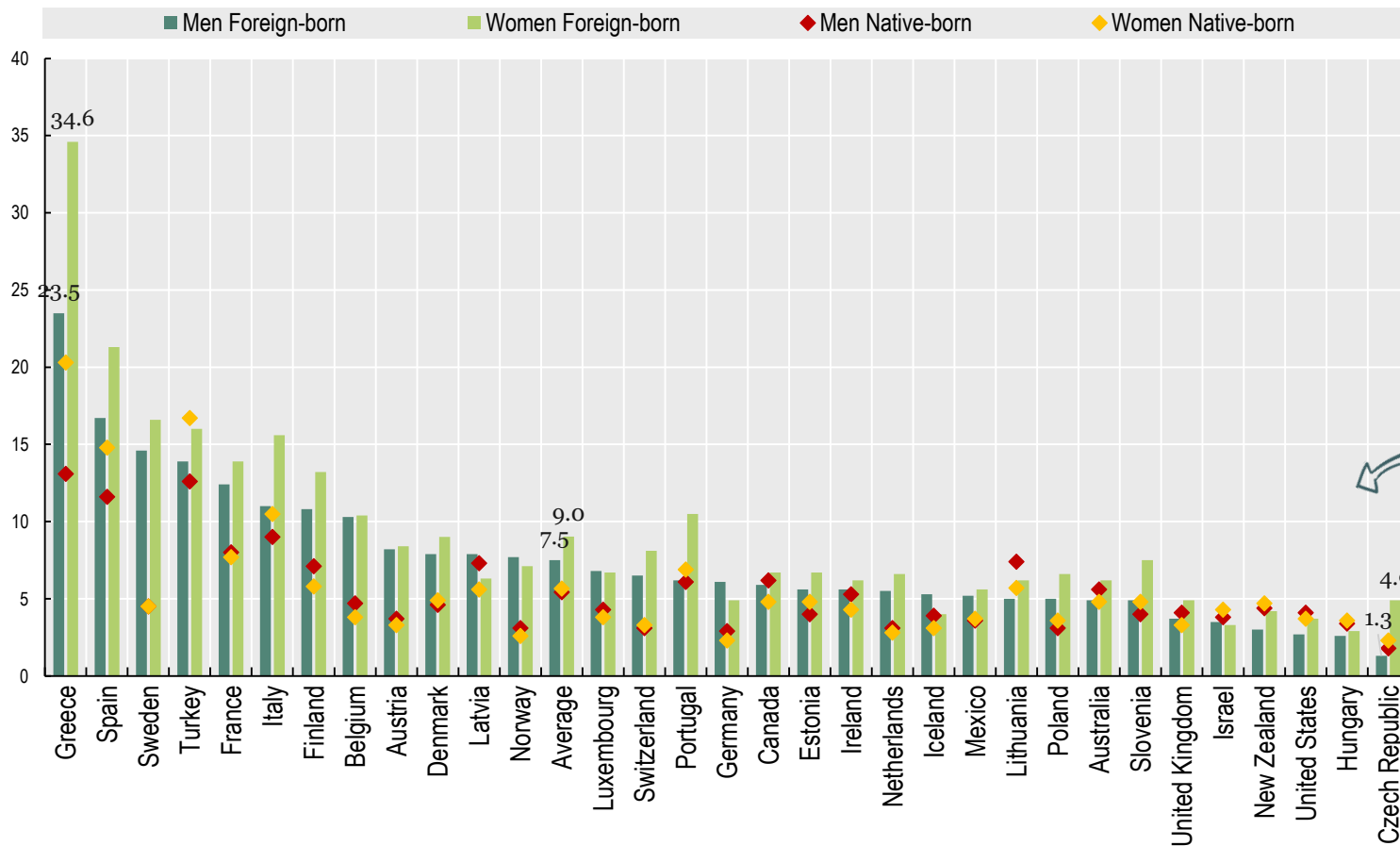


Source: Washington Group on Disability Statistics, 2018



A few examples: Immigrants and Refugees

Unemployment rates, by immigration status and gender



Source: OECD Stat, 2019



Academic outcomes: low participation in ECEC, below minimum reading proficiency (PISA), isolation in specific schools, but higher motivation and expectations



Social outcomes: lack of social inclusion, experience of discrimination and threats, worse mental health and sense of belonging



Economic outcomes: lower labour market activity rates, income levels, skills mismatch, higher unemployment risk and dependence on social welfare



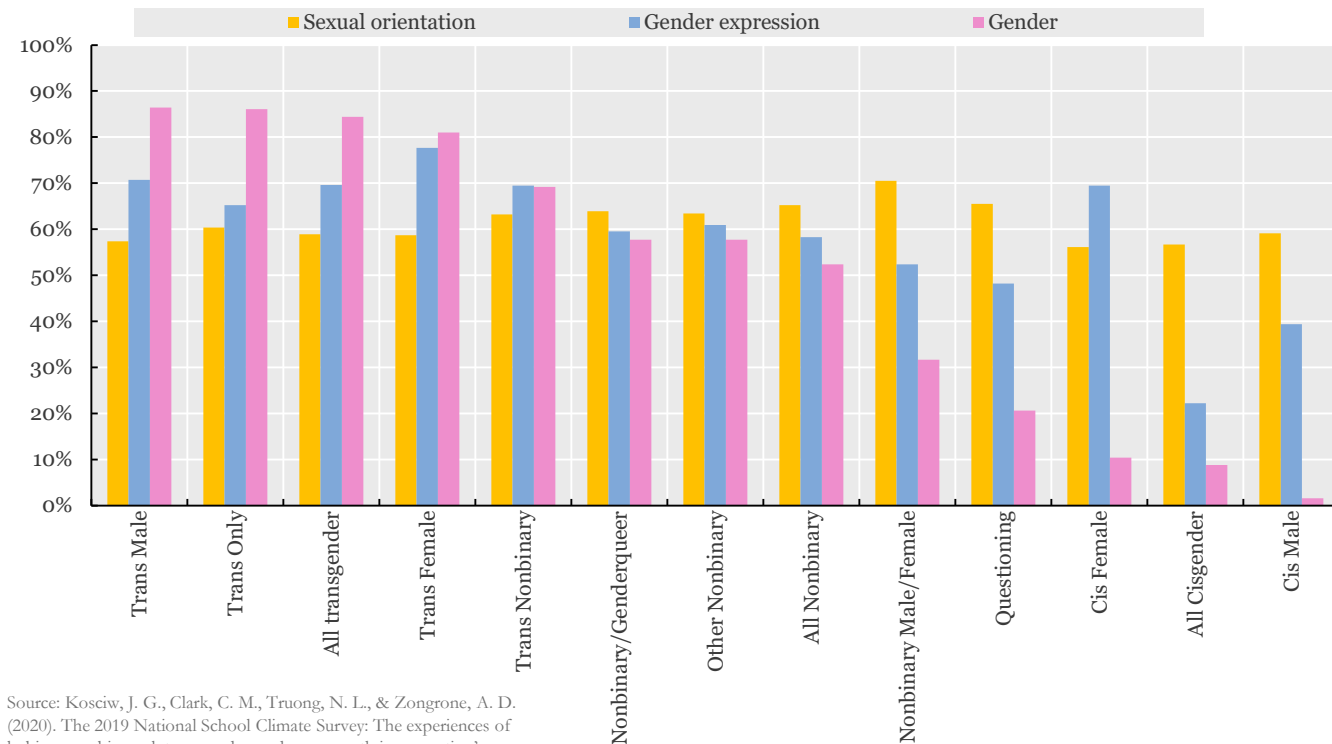
Societal outcomes: loss in productivity, lower innovation and economic growth, lower potential fiscal contributions



A few examples: LGBTQI+ students

Perceived lack of safety at school by gender identity and sexual orientation

% of LGBTQI+ students who reported feeling unsafe based on sexual orientation, gender expression and gender (United States)



Source: Kosciw, J. G., Clark, C. M., Truong, N. L., & Zongrone, A. D. (2020). The 2019 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools



Social outcomes: experience harassment, feelings of unsafety, discrimination, threats and violence, worse sense of belonging

Academic outcomes: lower GPAs, lower graduation rates from secondary and tertiary ed. Less engagement, more truancy and drop outs.

Economic outcomes: higher unemployment, lower wages, reduced incentives to work, anticipated lower returns to investment. Low mental and physical health, higher suicide attempt rates.



Societal outcomes: loss in productivity, lower production and wage levels reduce state revenue from income tax, corporation tax and social security contributions, increasing public expenditure due to unemployment benefits and social transfers



The way forward: challenges for policy makers

Quantitative analyses: a difficult but fundamental endeavour

- Mostly qualitative so far
- Quantitative has **barriers** but would provide **key inputs** in policymaking
- Lack of available **data**
- Monitoring system could provide basis for further evaluations

Intersectionality: a challenging implementation

- Difficult to **operationalise** in policy
- Difficulty of translation from English, risk of misusing the concept → make invisible certain marginalised groups
- Potential of a novel approach to **compounding disadvantage** in policy-making

COVID-19: a disruptive event

- Larger **impact on vulnerable students**
- May lead to **budget constraints** in education settings → need to use resources effectively and equitably
- Requires **evidence on effectiveness** of interventions for vulnerable students

Pushing the agenda further: beyond inclusion?



inclusion

teaching to diversity



- Policy makers and researchers need to **cooperate** to develop equitable and inclusive systems



Thank you!

For more information:



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