STRENGTH THROUGH DIVERSITY: FRAMEWORK AND APPROACH TO INTERSECTIONALITY

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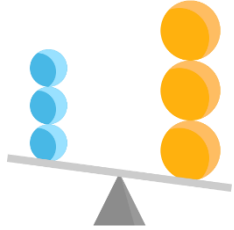Project Leader, Policy Advice and Implementation Division
Directorate for Education and Skills

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OECD
BETTER POLICIES FOR BETTER LIVES

Education for Inclusive Societies:
Context

Rising **inequality**

Demographic, geopolitical and climate **changes**

Citizenship, **trust** and **identity** politics

Phase II: the value added of the Project

STRENGTH
through Diversity

1 Develops an **holistic** framework valid across different dimensions, with rigorous definitions of concepts

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

3 Mobilises already **existing knowledge** and addresses knowledge gaps

Education for Inclusive Societies:
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).

Inclusive education and educational equity

Ensure that the unique knowledge and talents of diverse learners are valued and included in frameworks used to benchmark education quality. The key words here are quality and **self-worth.**

Consider the **social belonging** of individuals to communities and the tensions and opportunities that embracing diversity in education entails.
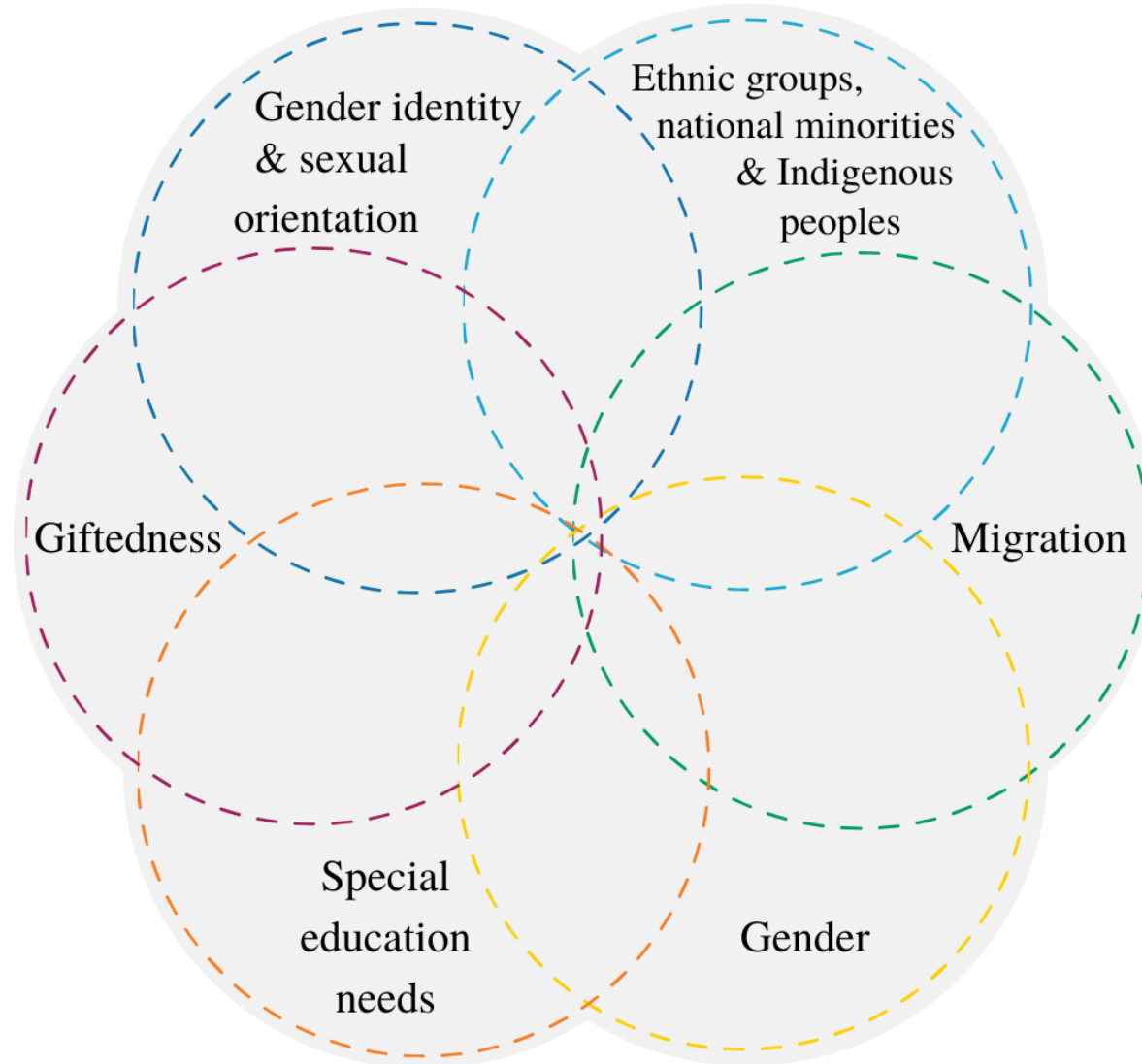
Inclusion means achieving equity and ensuring self-worth and sense of belonging.
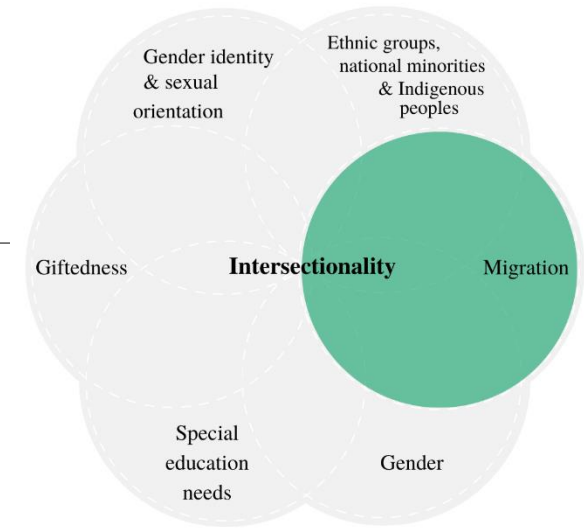
FRAMEWORK FOR ANALYSIS

6 dimensions of **diversity**

Migration-induced diversity
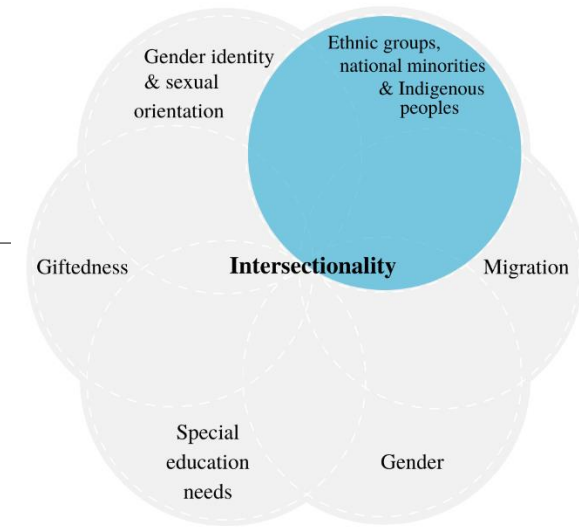

Characteristics

- **International** migration

- **Experiences** with migration (foreign-born, child of foreign-born parents, mixed heritage, returning)

- Migration **trajectory** (reason for migration)

- **Age** at migration

Challenges & Issues

- *Educational challenges:* low attainment and performance, age differences

- *Related issues:* trauma, discrimination, language barrier, misunderstanding of cultural variations

Ethnic groups, national minorities and Indigenous peoples
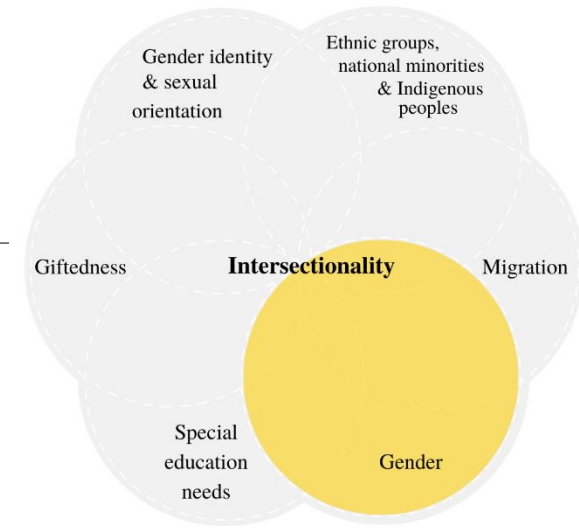

Characteristics

- **National minority** is an administrative category to which **ethnic groups** can belong or not

- **Indigenous** peoples: inhabitants prior to colonisation

- Consider diversity between and within these groups

Challenges & Issues

- *Educational challenges:* data collection, access, early dropouts, low performance and attainment

- *Related issues:* discrimination, bullying, language barrier, misunderstanding of cultural variations
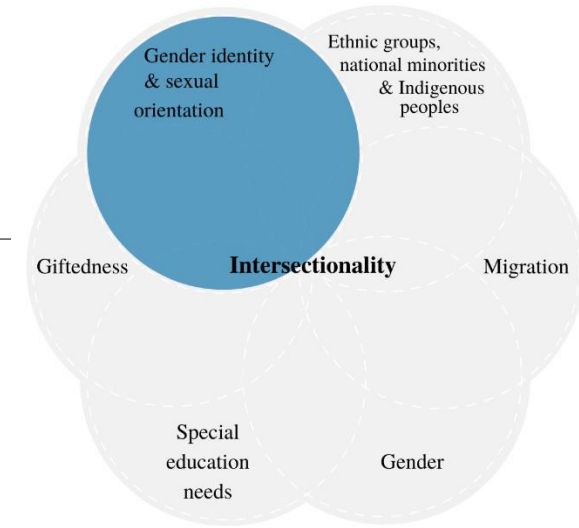
Gender

Characteristics

- Evolving nature of **gender gaps** and differences in gender gaps depending on outcome measured

- Issues of gender identity and orientation

- New domains: ICT, digital

Challenges & Issues

- *Educational challenges*: Attainment (high and low), boys' underachievement, girls' participation in STEM, stereotypes etc.

- *Related issues*: Attitudes and self-beliefs

Gender identity & sexual orientation
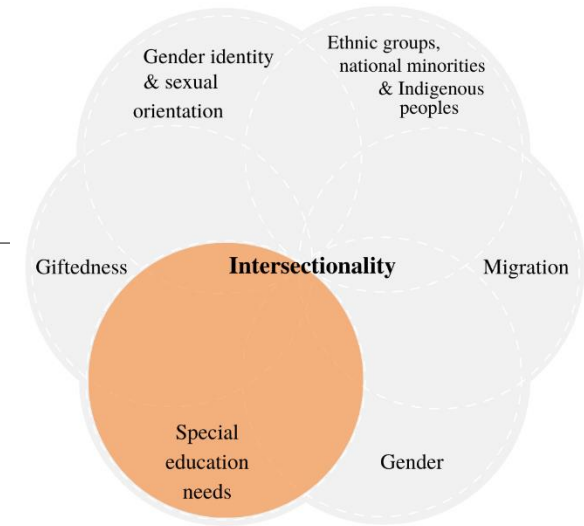
Characteristics

- "Sexual and gender minorities" refers to LGBTI people, that is, lesbian, gay, bisexual, transsexual and intersexual individuals

- Broad social exclusion, beginning at school

- Growing evidence on the necessity of inclusive measures

Challenges & Issues

- *Educational challenges*: potential low outcomes, unsafety in the classroom

- *Related issues*: bullying, discrimination, stigmatisation, lack of awareness in broader society

Gender identity & sexual orientation

Ethnic groups, national minorities & Indigenous peoples

Giftedness **Intersectionality** Migration

Special education needs Gender

Special education needs

Characteristics

- **Learning disabilities** (e.g., Dyslexia, Dyscalculia, Dysgraphia)
- **Physical impairments** (e.g., Mobility, visual and hearing impairments)
- **Mental health** (e.g., ADHD, Autism, Depression disorders, Anxiety)

Challenges & Issues

- *Educational challenges*: Access, attainment, achievement, specialised support, data collection, dedicated funding, learning setting etc.

- *Related issues*: Attitudes and self-beliefs, bullying, stigmatisation

Giftedness
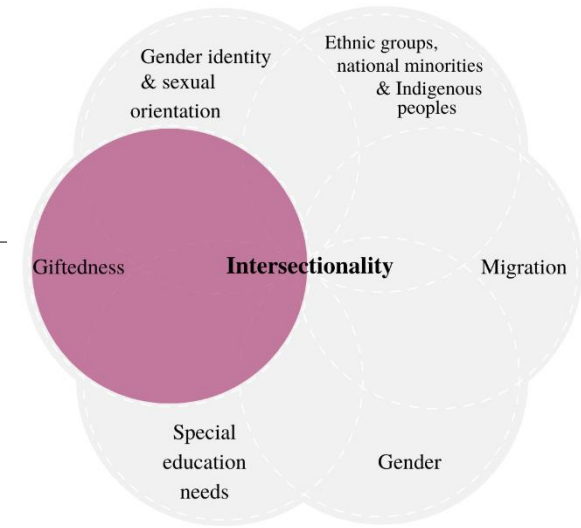
Characteristics

- Students classified as having significantly **higher** than expected intellectual abilities given their age

- Significant variations in the **identification** process and **cuts-offs** used

- Domain specificity

Challenges & Issues

- *Educational challenges*: boredom resulting in bad disciplinary behaviours, underachievement, inadequate educational offerings

- *Related issues*: identification methods, poor social relations, misunderstanding of giftedness

# The importance of **intersectionality**
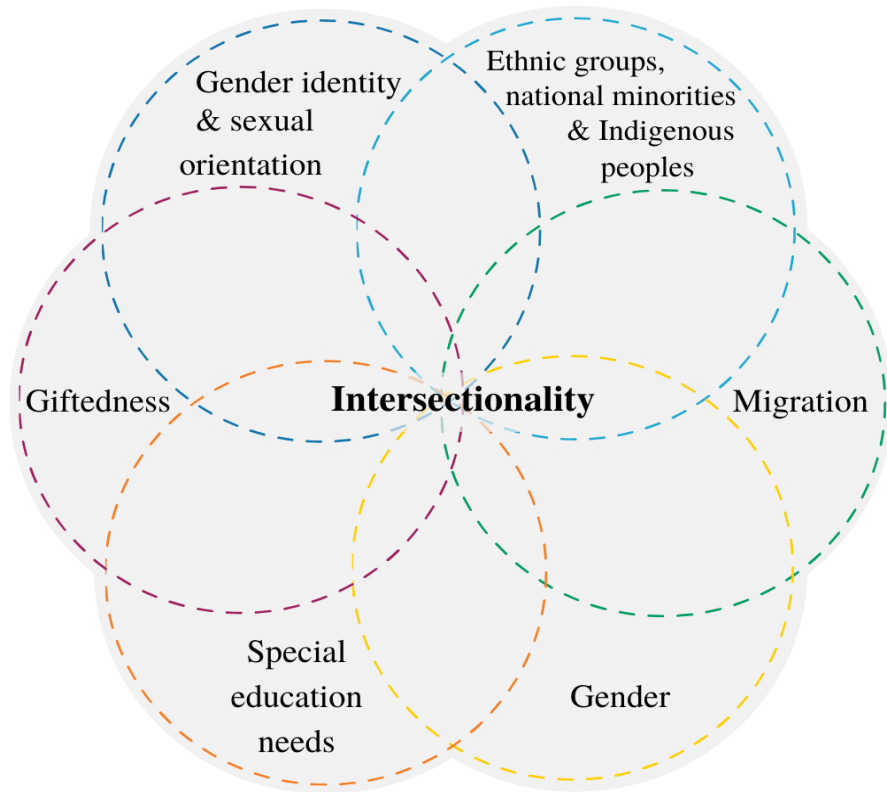
- A person can embody **multiple dimensions of diversity**.

- This intersection may create situations of specific advantages and disadvantages for individuals and groups.

- **An intersectionality approach seems like a prerequisite to effective inclusion policies.**

Socio-economic status and geographic location

The role of **families**' economic, social and cultural capital and location "choices"

Socio-economic status as the lens that "distorts" dimensions of diversity

Socio-economic status

Dimensions of diversity

Geographic location
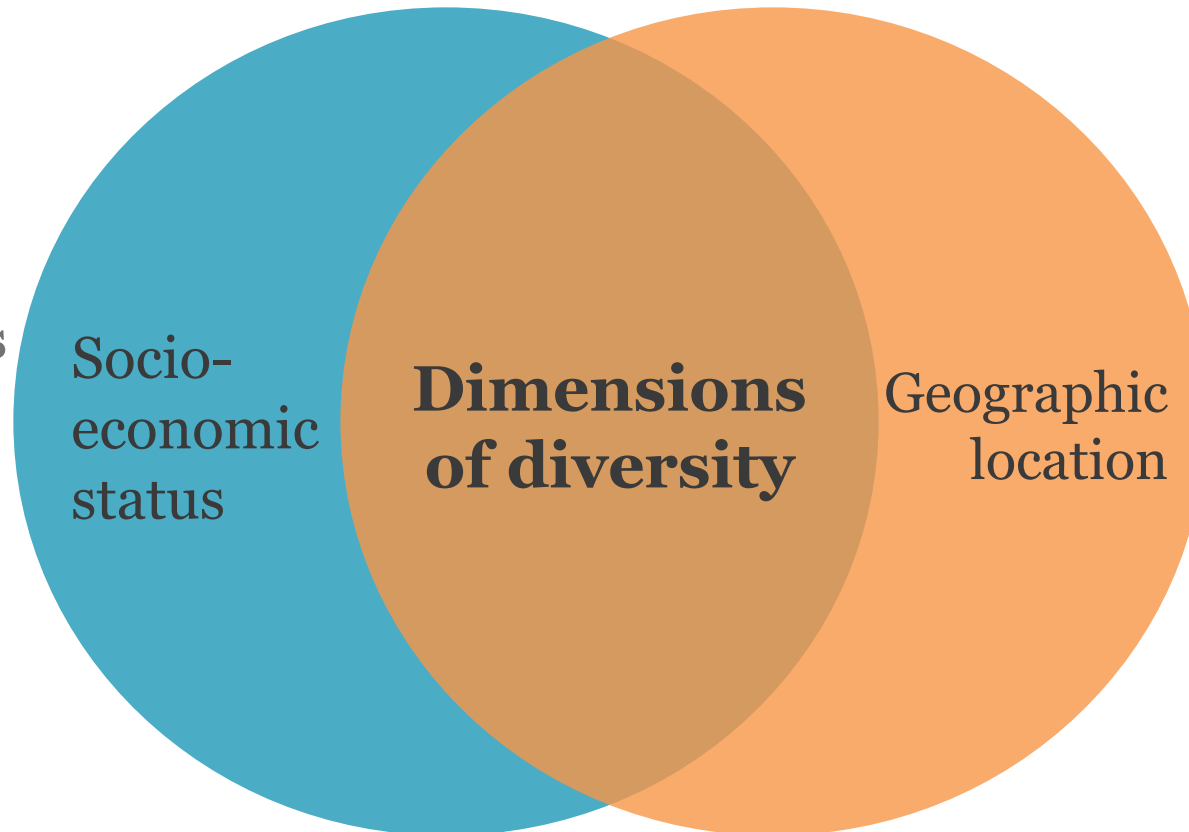
The role of **geographic location** and diversity concentration on inclusiveness in education

Examples of **intersectionality** of dimensions of diversity

First-generation immigrant and socio-economically disadvantaged girls coming from countries with strong patriarchal communities

Boys whose mother tongue differs from the language of instruction who struggle with language acquisition

Support to guarantee the educational opportunities of a visually impaired boy in a class with a high percentage of immigrant-heritage students

Recruitment and retention challenges to attract, retain and support minority male teachers

Intersectionality approach to public policy

Identities overlap and intersect to form complex identities. This creates specific challenges for individuals that lead to new **policy implications.**

"Identify and address the way specific acts and policies address inequalities experienced by various social groups, taking into account that social identities interact to form unique meanings and complex experiences within and between groups in society" (Hanvisky and Cormier 2007: 217)

Strength through Diversity and **intersectionality**

Overall, the project will strive to consider the **intersections between different dimensions** of diversity and how they affect policies and practices:

1. Contribute to a better conceptualisation of intersectionality
2. Understand its policy implications for education systems
3. Identify and share existing practices
4. Think about how to operationalise intersectionality

Questions that we are asking about intersectionality

Is there support to guarantee the educational opportunities of a **visually impaired** boy in a class with a high percentage of i**mmigrant-heritage** students?

Are there policies that address the specific issues **transgender women** from some **ethnic minorities** can face in education?

Are there policies aimed to tackle the issue of **under-represented groups** in **gifted education**?

Are there policies to increase the awareness of **mental disorders** in **ethnic minorities** that are often under-diagnosed?

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; ICT 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	

Outcomes

How and to what extent is the education system equitable and inclusive?

How do all individuals engage with others in increasingly diverse and complex societies?

Individual well-being

- Academic
- Psychological
- Physical
- Social
- Material

Equity and inclusion within education system

- Equity outcomes at system level
- Inclusion outcomes at system level

Individual outcomes

- Labour market outcomes
- Non-labour market outcomes

Cohesion and Inclusion in Society

- Social outcomes
- Diversity-related outcomes

FUTURE ACTION

Work plan

Literature reviews
Synthesise research-based evidence on inclusive education and disseminate this knowledge among countries

Policy mapping
Identify innovative and successful policy initiatives and practices that promote equity and inclusiveness in education

Peer learning
Facilitate exchanges of lessons and experiences among countries

Policy advice
Identify policy options for policy-makers to consider

Our ongoing work & current plans

Ongoing work

- Literature reviews:
  - Roma population in Europe
  - Mapping of policies on SEN
  - ADHD
  - Gifted students
  - Teachers' recruitment, retention, preparation and evaluation
  - (Mapping of policies on gender)

- Country Reviews

Future plans

- Data-driven work:
  - Update the results on students with an immigrant background with new PISA data
  - Explore PISA and TALIS new data to see if there's room to study our 6 dimensions or their intersection (e.g. gender and mental health (anxiety/bullying)?)

- Literature reviews:
  - LGBTQI+
  - Intersectionality

COMMENTS OR QUESTIONS?

1. Can you think of **gaps** relevant for the Project that are not being covered?

2. Which **intersections of dimensions** could be particularly relevant to study for you?

3. Do you know any **datasets** that could be relevant for a study on any of the six dimensions or on intersectionality?

4. Do you know any **indicators** that currently exist to monitor the inclusiveness of education systems with respect to these dimensions?

5. Do you know any **existing studies** on intersectionality in education (quantitative & qualitative)?

Thank you!

For more information:

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

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