# Regional Support for Inclusive Education
## *Results of the Baseline Survey in Pilot Schools*

London School of Economics for
Council of Europe

# The project design

- **Aim:** to create and measure an index of inclusion in 49 schools in 7 Western Balkans

- This is a **baseline survey** against which policy interventions undertaken over the next 12 months will be measured

- **49 schools:** 3 primary + 2 gymnasia + 2 VET => 7 schools in 7 countries
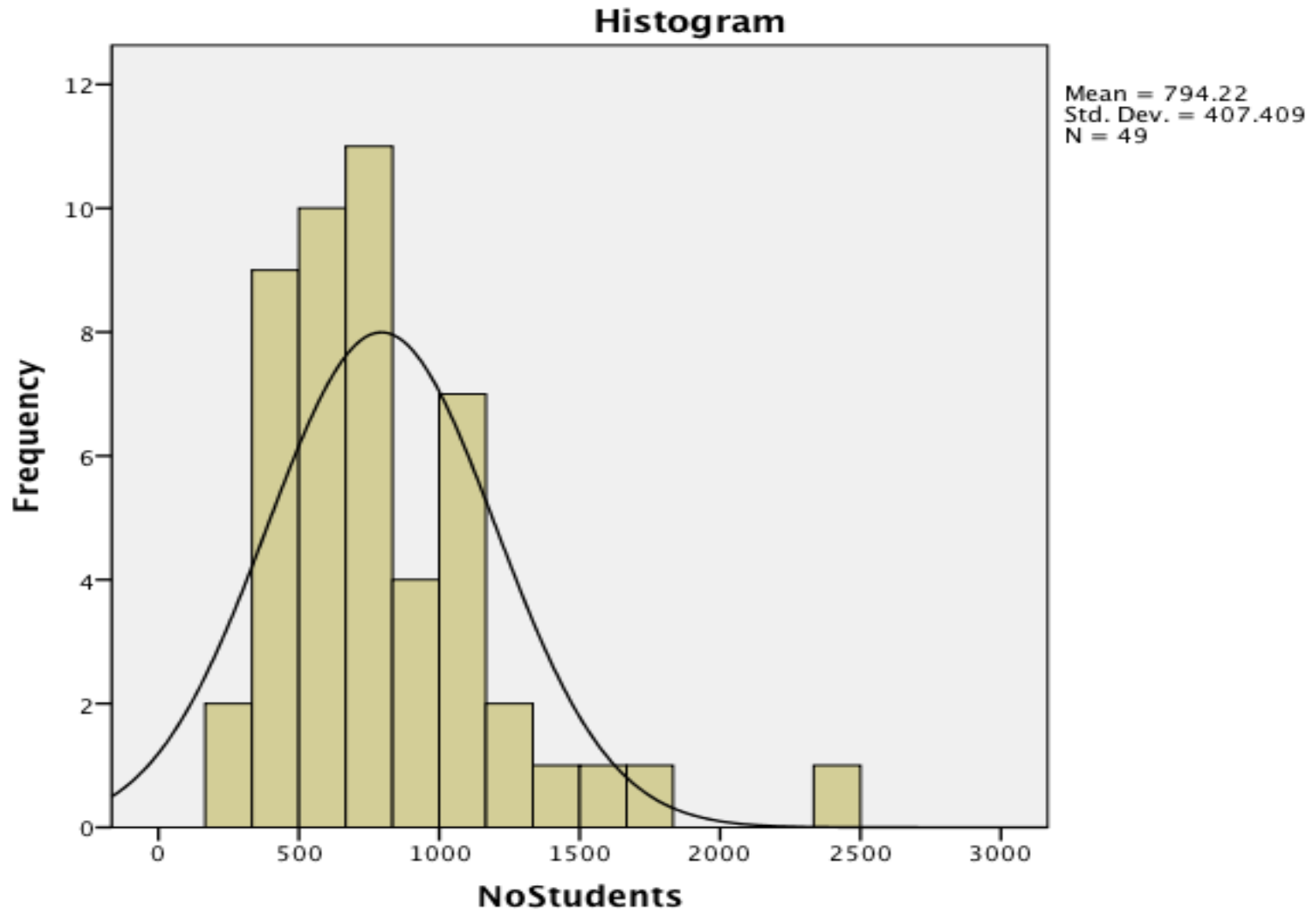
# The schools

| | No. of Students | Average Size | Largest School | Smallest School |
|---|---|---|---|---|
| **Gymnasium** | 13,684 | 977 | 2,452 | 302 |
| **Primary** | 14,363 | 684 | 1,389 | 384 |
| **VET** | 10,870 | 776 | 1,579 | 300 |
| **Total** | **38,917** | **794** | **2,452** | **300** |

# Size of school by country and type

| | Gymnasium | Primary | VET |
|---|---|---|---|
| **Albania** | 1,326 | 635 | 717 |
| **Bosnia** | 778 | 672 | 726 |
| **Croatia** | 577 | 497 | 673 |
| **Kosovo** | 1,377 | 515 | 673 |
| **Macedonia** | 1,083 | 808 | 1,290 |
| **Montenegro** | 791 | 996 | 805 |
| **Serbia** | 913 | 666 | 552 |

# Size distribution of schools



Histogram

Mean = 794.22
Std. Dev. = 407.409
N = 49

# Primary and Secondary School Size

| School type | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| **Primary** | 21 | 684 | 254 | 55.5 |
| **Secondary** | 28 | 877 | 480 | 90.7 |

# The Index for Inclusion

- The **Index for Inclusion** is based on a complex survey among a variety of stakeholders
- **5 Stakeholder groups:**
  - Students, Teachers, Parents, Principals, Local Government representatives
- The survey asked a **common set of questions** to various combinations of stakeholder groups along **4 Dimensions**
  - Concept developed by Booth and Ainscow (2000)

# Dimensions of the Index

- **A:** Inclusive practices for entry to school
- **B:** Inclusion within the school
- **C:** Inclusive teaching and practice approaches
- **D:** Community engagement

# The survey design

- **Separate surveys for each stakeholder group and each school type**
  - Thus 9 separate questionnaires per country
- Each survey has **common sections** that make up the four dimensions of the Index for inclusion
- **Student and teacher questionnaires are more elaborated** to enable analysis of factors driving inclusion or exclusion

# Dimension A – Inclusive practices for entry into school

- This section has four questions:
  1. Do you think that all **students feel welcomed** into the school by the teachers regardless of their background?
  2. Do you think that students from different cultural or social backgrounds **experience difficulties to entry into the school?**
  3. **Are students helped** to settle in by teachers and other staff when they join the school?
  4. Are steps taken by the school to **familiarise students** and their parents with the school prior to their enrolment?

# Dimension B - Inclusion within the school

- This section has **15 questions**
- Here are four example questions:
    1. Do you feel welcome at school?
    2. Are teachers friendly
    3. Have you experienced bullying at school?
    4. Do you feel that classroom rules are fair?
    5. Etc….

# Dimension C - Inclusive teaching and practice

- This section has **13 questions**, for example:

    1.  Do you think that all students are **treated equally** irrespective of gender?

    2.  Do **teachers help students** who are unhappy?

    3.  Do you think that students with social and/or learning problems receive **adequate support** from teachers?

    4.  Does the school support students to participate in **extra-curricular activities**, e.g. sports, youth clubs?

    5.  Etc……

# Dimension D - Community engagement

- This section has **12 questions**, for example:
    1. Are **parents** living in the school's neighbourhood **involved** in the school's activities?
    2. Does the **school collaborate with other organisations**, e.g. sports organisations, to develop extracurricular activities?
    3. Do you perceive that the school thinks of **engagement with the local community** as an important element of its mission?
    4. Do you think that the **school treats all families equally** in the schools' neighbourhood regardless of their background?
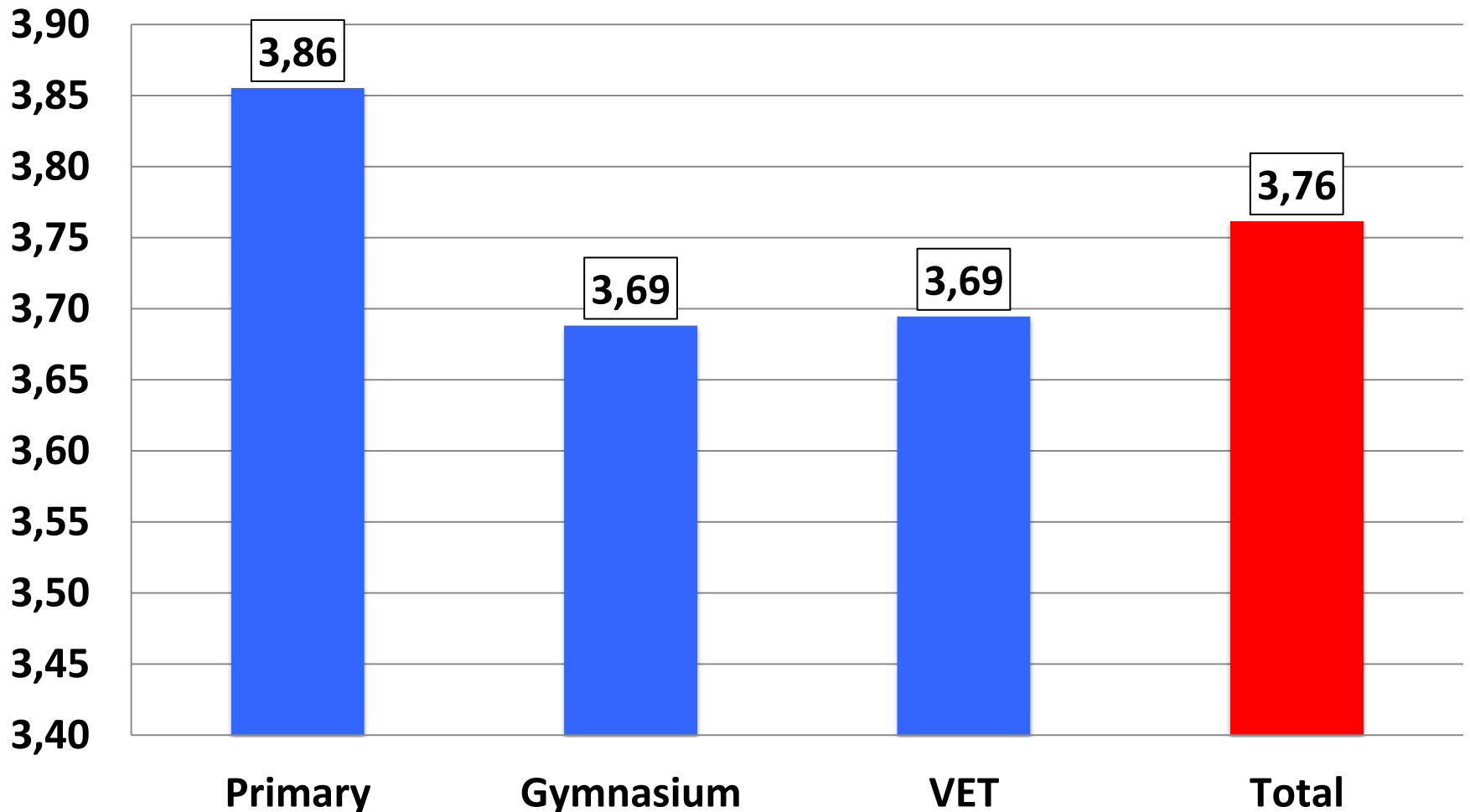    5. Etc…

# Dimensions & Stakeholders

| | Students | Teachers | Parents | Principals | Local Gov |
|---|---|---|---|---|---|
| DIM A | **yes** (secondary schools) | **yes** | **yes** | **yes** | no |
| DIM B | **yes** | no | no | no | no |
| DIM C | no | **yes** | no | **yes** | no |
| DIM D | no | **yes** | **yes** | **yes** | **yes** |

- Calculating the *Index for Inclusion* for a school
  - Within each dimension, answers to each question are averaged for each stakeholder group
  - Score for each dimension is calculated as average across stakeholder groups
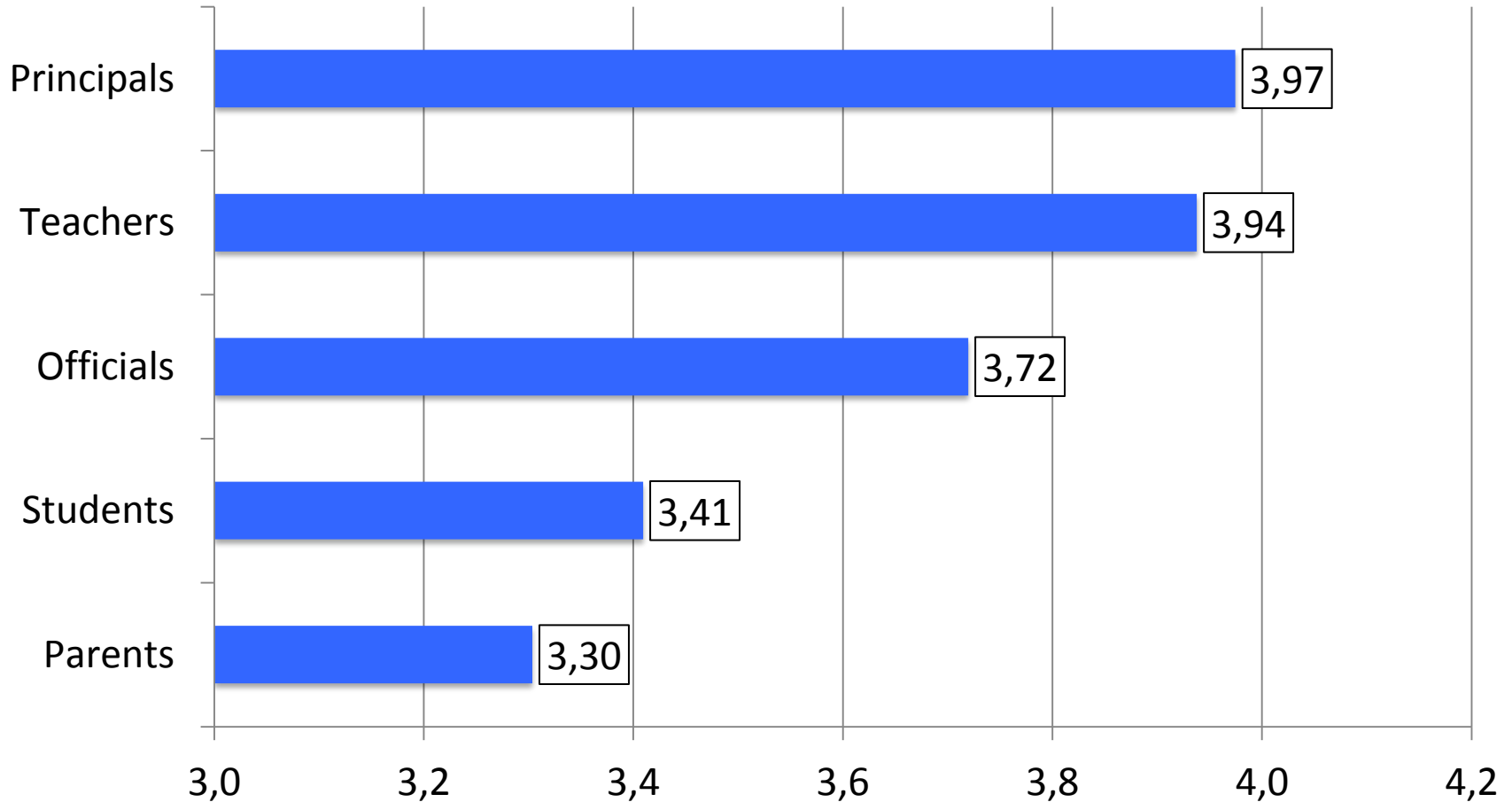  - *Index for inclusion* is calculated as average across each dimension

# Survey Responses

| Stakeholder group | Number of responses |
|---|---|
| Students | 4,432 |
| Parents | 2,543 |
| Teachers | 1,919 |
| Principals and management teams | 248 |
| Local Government Officials | 49 |

# Index of Inclusion by school type

# Index of Inclusion by stakeholder type



| Stakeholder | Index |
|---|---|
| Principals | 3,97 |
| Teachers | 3,94 |
| Officials | 3,72 |
| Students | 3,41 |
| Parents | 3,30 |
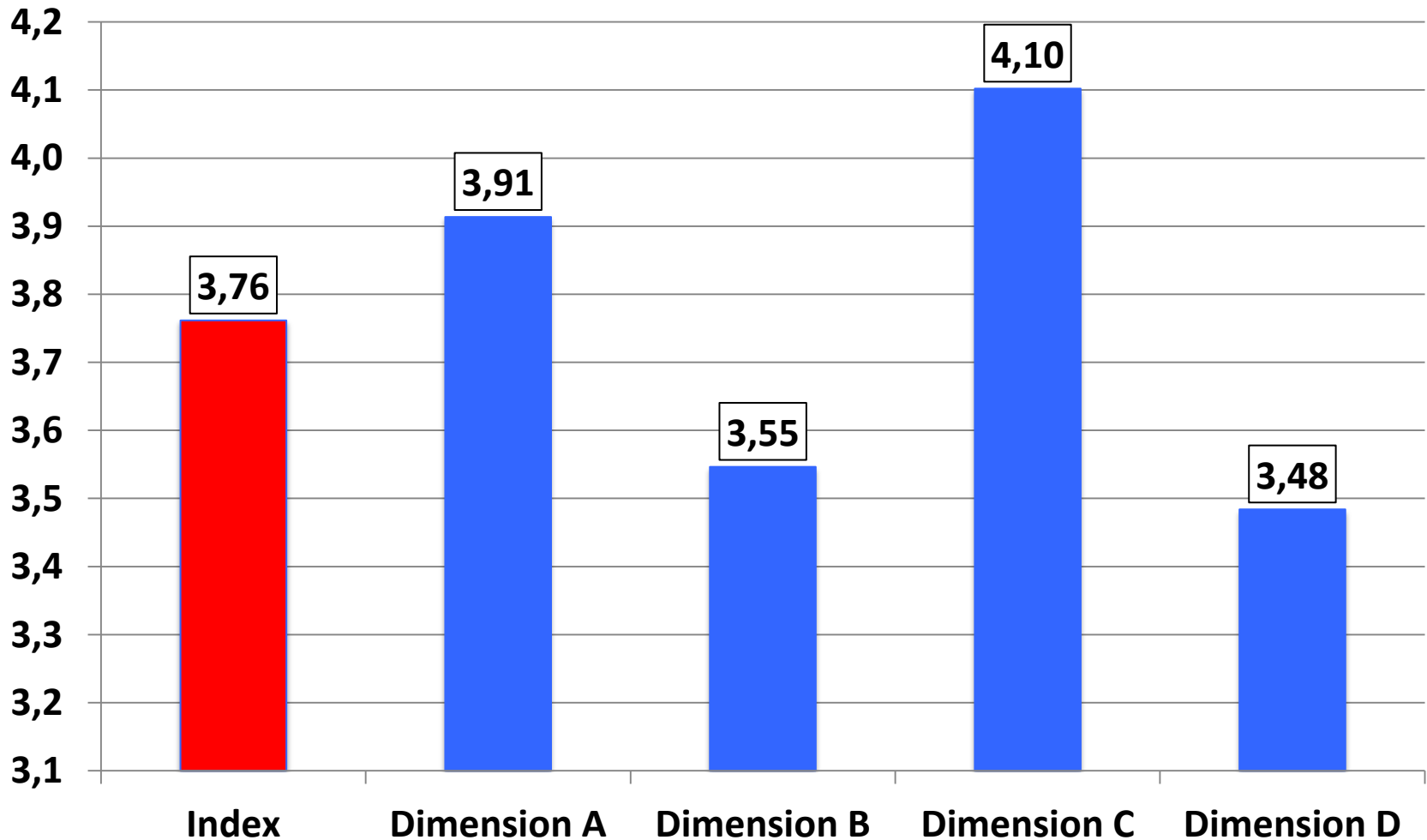
# Dimension scores

# Dimension A – entry to school

|  | Student | Parent | Teacher | Principal | Total |
|---|---|---|---|---|---|
| **All students welcomed** | 3.47 | 3.74 | 4.44 | 4.32 | **3.81** |
| **Difficulty of entry** | 3.95 | 4.21 | 4.33 | 4.46 | **4.14** |
| **Students helped on entry** | 3.30 | 3.56 | 4.25 | 4.16 | **3.64** |
| **Familiarisation** | 2.64 | 2.87 | 3.74 | 3.85 | **3.01** |

# Low Scores on Dimension B

| | |
|---|---|
| **Feels that teachers treat students equally** | **2.72** |
| **Participates in activities outside school** | **2.76** |
| **Feels involved in formulating rules** | **2.87** |
| *Feels that classroom rules are fair* | *3.26* |
| *Are teachers fair when they assess your work?* | *3.26* |
| *Whether school includes all students* | *3.45* |

# Dimension C – Teaching practice

- **Teachers and principals gave similar scores** to all questions on this dimension
- Two questions elicited **different responses from teachers and principals**:
  - "Students able to provide feedback": Principals scored this lower than teachers
  - "Inclusive practices are important": Principals scored this higher than Teachers

# Dimension D: Community engagement

- **Parents gave lower scores** than other stakeholders to all questions in this Dimension

- For **some questions parents gave very low scores**:
  - "Are parents involved in school activities?": Parents' gave very low score (2.33)

- But **overall, parents are quite satisfied**
  - "Good relationship between school and parents": parents score (3.81)

# Two components of inclusiveness

- **Statistical analysis** revealed two essential components of inclusiveness in schools:
  - The first main factor relates to **inclusive teaching practice** both within the school and in relation to entry and community engagement
  - The second main factor relates to the **inclusive school atmosphere** within the school

# Components of inclusion

- **Primary schools** are more likely than others to have
  - Inclusive school atmosphere
  - inclusive teaching practices
- About one third of Gymnasia and one fifth of VET schools have **weak inclusion** on both components
- **School atmosphere** is better in smaller schools

# Conclusions (I)

- Study provides a **baseline** measure of the **Index for Inclusion**

- **Overall score of 3.76 on Index for Inclusion**
  - Significant scope for improving school inclusiveness

- **Primary schools are more inclusive** than secondary schools
  - Education systems become less inclusive as students progress through the system

# Conclusions (II)

- Pupils, students and parents have a **lower perception of school inclusiveness** than teachers, principals and local government officials
  - Future policy initiatives should **pay more attention to views of students and parents**
- **Two components** of inclusiveness identified
  - School atmosphere and teaching practices
- **Smaller schools** have more inclusive school atmosphere than larger schools

# Thank you for your Attention!!