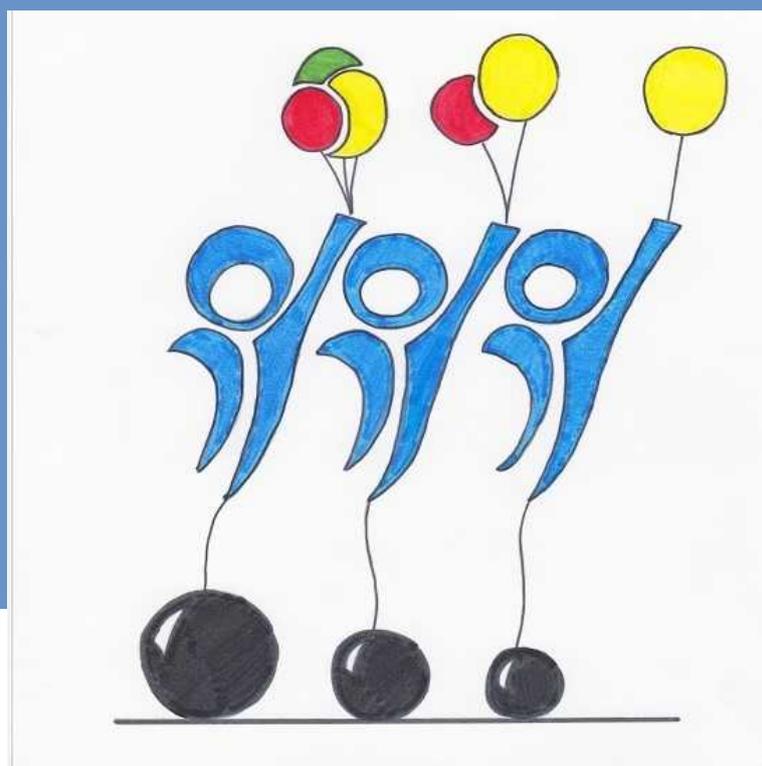


METHODOLOGICAL GUIDE TO ASSESS EQUITY IN SCHOOLS



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Setting the Scene

It is estimated that approximately twenty five million children in the European Union are at risk of Poverty or Social Exclusion. These children may face significant challenges in their life as a result of monetary deprivation, high numbers of dependants within the family unit, parents' levels of education, migrant background or poor living conditions (Eurostat, 2015).

In addition, children's educational outcomes can be affected by disability, learning difficulties, immigration, early school drop-out or absenteeism. This provides a small snap-shot only of the various factors which can result in a child's longer term educational success being limited by their cultural background, socio-economic status, gender, special educational needs or migrant status.

What is also clear across the European Union is that facing poverty or a social exclusion is one of the strongest factors set to impact on a child's success in life, with data across European education systems demonstrating a strong statistical link between poverty and issues of social exclusion and low academic achievement. Poor mental health and wellbeing is also seriously affected by such issues.



Aspirational goals for education and improving the quality of education received by learners, particularly in the early years, can be an important starting point for the development of equity. It is no surprise therefore that many governments in Europe and around the world are interested in the role which education may play in mitigating the impacts of social injustice and exclusion, in order to build a society which is fairer, healthier, more inclusive and economically productive. It is with this in mind that many education systems have concentrated their strategic efforts around growing equity within their schools, as a means by which schools can support children to gain the best outcomes and to fulfil their potential.



A Multi-National Team

The team was comprised of institutions from Catalonia, Wales, Romania, Belgium and Italy and they worked to create a framework to assess equity in schools. Universities provided knowledge on equity and drew together the theoretical framework of the project. Educational authorities provided expert knowledge on school evaluation, and schools provided exemplars of effective school practice developing equity in education.

Supporting Opportunity in Schools: Promoting Educational Equity

The '**Supporting Opportunity in Schools (SOS)**' project is an Erasmus+ programme co-funded by the European Union which seeks to address some of the challenges outlined above. Often, educational research stems from a problem of practice and derives from the need to solve problems or address certain issues. This project is a transnational initiative of nine institutions and was coordinated by the Inspectorate of Education of Catalonia with the aim to empower schools to enhance and to assess school equity. All nine partners in this project routinely face problems of practice linked to issues of school equity and it with this in mind that the project group came together to seek innovative solutions and to share best practice.

The project group collaborated to create a working definition of the term 'equity' which drew in part on the theoretical literature considered, but also to a greater extent, reflected the various experiences and perspectives of equity within the nine institutions' own contexts. Thus, the definition arrived at attempts to encapsulate the differing philosophical underpinnings of each contributor, acknowledging that 'school equity' carries within it both notions of equitable academic outcomes but also principles of social justice and inclusion.

Project Team

COORDINATOR

Subdirecció General de la Inspecció d'Educació (General Inspectorate of Education in Catalonia). Spain

PARTNERS

Educational Authorities

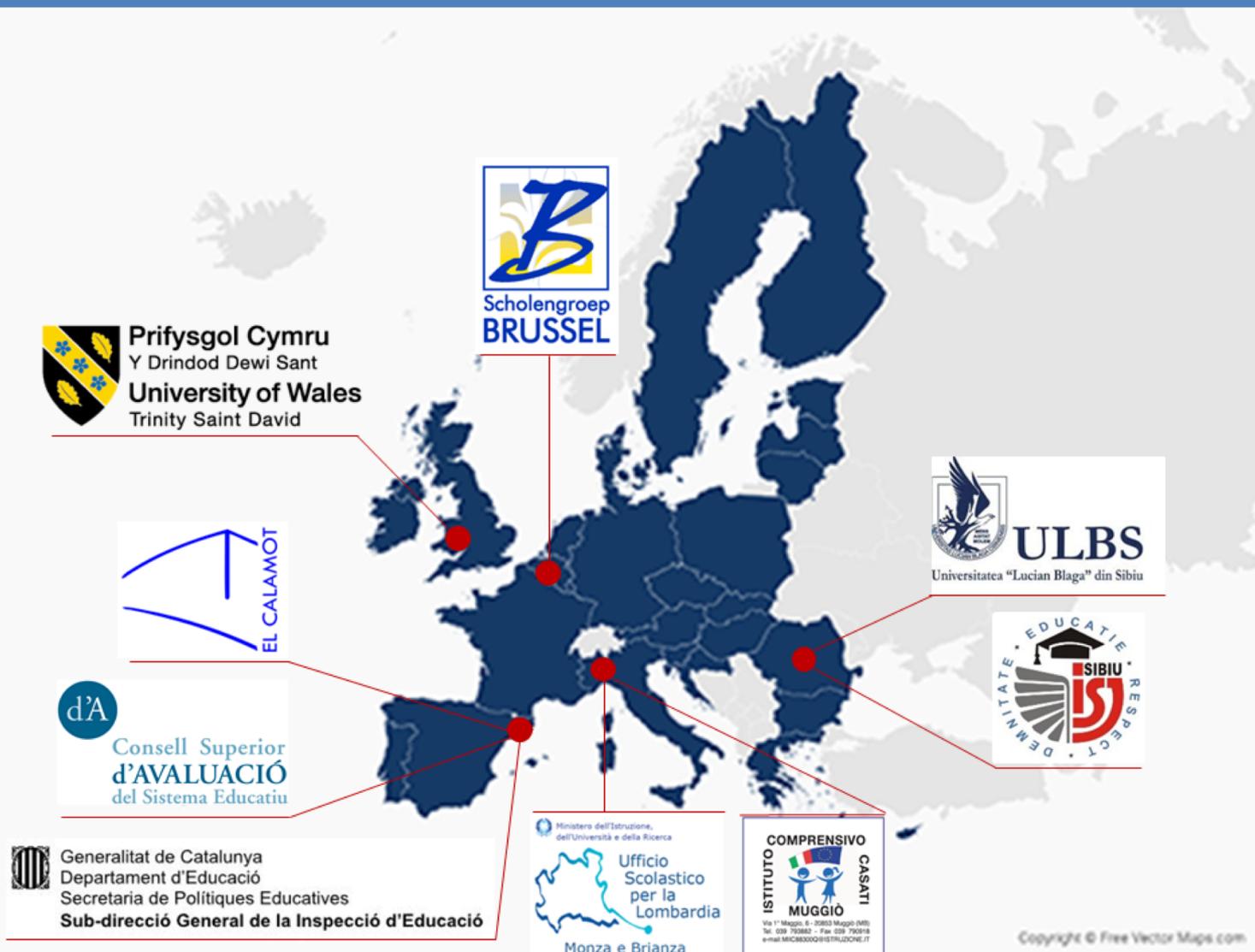
- Consell Superior d'Avaluació del Sistema Educatiu (Evaluation Council of the Education System in Catalonia)
- Inspectoratul Scolar Judetean Sibiu (Inspectorate of Education in Sibiu)
- GO! Scholengroep Brussel
- Ufficio Scolastico Regional per la Lombardia. AT Monza e Brianza.

Universities:

- University of Wales Trinity Saint David
- Teacher Education Department at Lucian Blaga University, Sibiu, Romania

Schools:

- Istituto Comprensivo Casati. Muggiò.
- Institut El Calamot. Gavà.



Project Aims and Objectives

This project is aimed at empowering schools to enhance and to assess equity through the development of several intellectual outputs and actions about the importance of assessing equity in schools and to raise awareness among educational stakeholders.

The main aim of the project was to empower schools to develop equity within their context. In order to do this, schools require a range of strategies to develop equity for their learners, but also the means by which to assess the equitable practice of their school, in order to gauge effectiveness. Furthermore, this project sought to develop school practices that enhance equity, through the sharing of best practice examples. This important aspect of the project aims to promote the sharing of effective practices across schools. This process required collaboration amongst not only the project institutions, but also wider school networks.

This began one of the main project objectives of promoting awareness and collaboration in school communities to enhance school equity. The project also set out to create a framework to assess equity in schools. Using quantitative approaches, this would allow school leaders to assess and identify the areas of strength and also the areas requiring development of equity practices within their school. Armed with this knowledge, the final aim of the project was to empower school leaders to make informed and evidence-based changes within their school communities to enhance school equity within their context, using qualitative best practice examples

General Objective

To empower schools to enhance and assess equity.

Specific Objectives

- To develop school practices that enhance equity in education.
- To create a framework to assess equity in schools.
- To empower school heads to lead school changes that increase equity in their schools.
- To promote awareness and collaboration in school communities to enhance school equity.



Purposes of the Methodological Guide

This e-guide will set out the methodology for the project and will explain how the project outcomes, including this guide, were developed. It is, in itself, an intellectual output and will contain the methodological approaches used, including the conceptual framework which was drawn upon, alongside the key terminology and definitions of equity considered. It will also provide a detailed description of the processes adopted to achieve the aims and objectives of the other intellectual outputs. In addition, this guide will provide general guidelines to support the effective use of the tools created as part of this project.

Links are provided throughout the guide to resources and the relevant range of tools available as a result of this project. Outcomes will support in two key areas of school practice relating to equity. Firstly, the indicators will support schools in assessing equity in order to determine which key areas require intervention. It then supports schools in deciding which interventions are best by drawing on examples of best practice within school equity.

This guide is intended for use by:

- School Leaders
- Governors
- Senior Leadership Teams in Schools
- Heads of Department and Practitioners
- Teachers
- Teaching / Learning Support Assistants
- Other Education Professionals



*Follow the hyperlink to
the recommended text
wherever you see this
symbol.*

Section B

Equity in Education

The Starting Point

At the commencement of this project, the initial starting point was to determine what was meant by the term 'equity'. Before it was possible to begin to identify the dimensions of equity, a review of the term equity, in relation to a wide range of literature from across Europe (and further) needed to be considered. Demesue (2011) notes that considering equity, as opposed to equality, allows for a fuller multidimensional analysis of the concept, which is vital in the creation of indicators for measuring equity in particular.

What is Equity in Education?

A useful starting point for the consideration of the meaning of equity was offered by the Organisation for Economic Co-operation and Development (OECD, 2008) which stated that the concept of equity in education is primarily concerned with two key dimensions: fairness and inclusion. Both aspects will be discussed in more depth here. The first dimension is that of fairness. The basic premise of fairness is that all learners have the same right and access to education. As Castelli, Ragazzi and Crescenti (2012) point out, equity is strongly related to the wider life of a school's community; where discrimination exists in wider forms, then this needs to be addressed within the school environment. Fairness therefore relates to an absence of discrimination and is usually based on the characteristics of diversity.

Children have the right to a free education from ages three to nineteen, regardless of gender, ethnic background, ability or religion (UNESCO, 2012 cited in OECD, 2014). Furthermore, it is vital that socio-economic background, disability, gender, religion and ethnic background are not allowed to become key determiners in a child's future success (UNESCO, 2017).



A full list of the bibliographic materials drawn upon during the project can be found [here](#).



Detailed analyses of PISA data persistently shows that across Europe, learners' migrant status or parents' social economic status (SES) disproportionately affects educational outcomes and leads to lower achievement (European Commission, 2017). Whilst participation in education is generally rising across Europe, early school leaving also remains an issue, again particularly related to learners' migrant status or the geographic position of schools serving rural communities (European Commission, 2017). The cost of this inequality is not solely payed by the individual either. The European Commission (2017) states that 'high levels of inequality can be corrosive for social cohesion and economic sustainability' (p.1.) OECD (2007) stresses the challenges to social cohesion of migration and integration of minorities, as well as the high social and financial costs of citizens with poor educational outcomes. Developing fairness in education and schools is therefore viewed as a primary means of tackling issues of social injustice and inequalities in the community at large, with school equity viewed as a means of developing social justice practices within citizens (Castelli, Ragazzi and Crescenti, 2012).

However, fairness in and of itself is not sufficient in fully defining the concept of equity, particularly when further consideration is given to what is fairness. Castelli, Ragazzi and Crescenti (2012) pose the question of whether fairness is said to relate to outcomes or treatment – it is as Grisay (1984, cited in Demeuse, 2011) noted, the question of '*the equality of what?*' (p7). When individual aspects of fairness are considered, for example, the equality of outcomes, treatment, access or opportunity, each aspect will present practical or theoretical limitations (Demeuse, 2011). Equity needs to go beyond equality alone, therefore. Whilst agreeing with the notion discussed above that students should not be limited by their personal and social background, the OECD (2012, cited in OECD, 2014) extends this argument further through the implication that there should also be a minimum entitlement:

“An equitable education system should ensure that the personal characteristics of students do not limit their educational opportunities and that all students achieve a minimum of skills”.

(OECD, 2012 in OECD, 2014, p. 21)

It is therefore vital that whilst notions of equity encompass those of equality, either in terms of outcomes or treatment or both, it must also 'transcend that of equality' (Castelli, Ragazzi and Crescenti, 2012, p7) through the recognition that unequal practices do exist in schools and that students do indeed have disadvantaged starting points. It is because of this that it is necessary to also encompass the second dimension of equity, as noted by the OECD (2008), which is inclusion.

In keeping with the notions of equity as a premise for social justice, inclusion within education is one part of developing inclusion within society (Booth and Ainscow, 2002).

Inclusion can be considered as a broad set of values and principles, which has at its heart the need to actively seek to remove the barriers to learning and participation that can hinder students' progress (Booth and Ainscow, 2002).

They also note that there has been a tendency for schools to respond to equity issues in a somewhat narrow fashion, with achievement often equating to measurable outcomes in standardised tests. For this reason, Ainscow et al (2012) put forward the notion that an approach rooted in equity can act as an alternative to this.

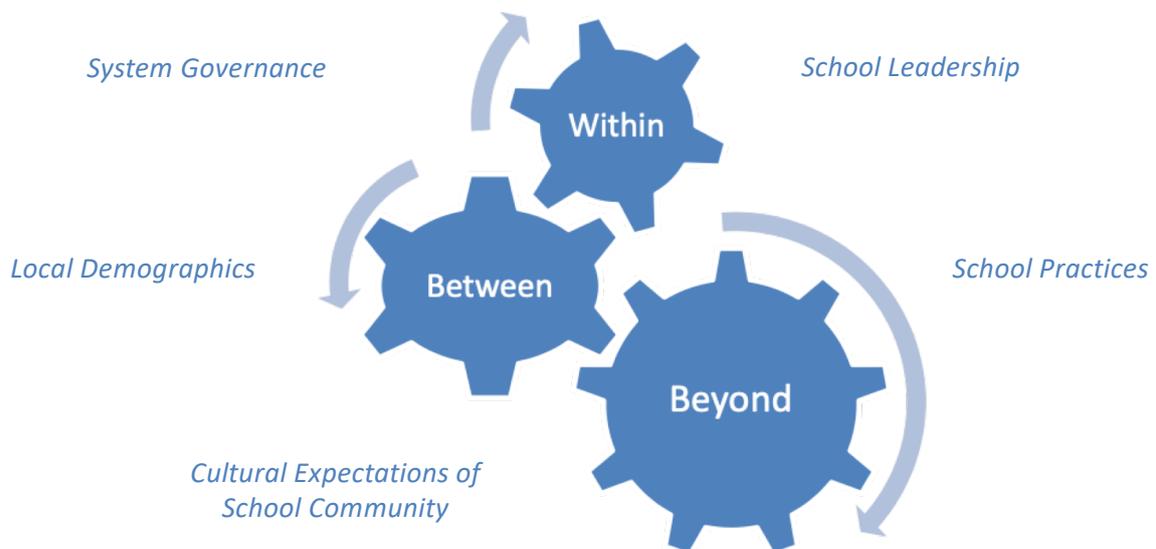


Booth and Ainscow (2002)
Index for Inclusion

Inclusion in education involves:

- ✓ *Valuing all students and staff equally.*
- ✓ *Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.*
- ✓ *Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.*
- ✓ *Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.*
- ✓ *Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.*
- ✓ *Viewing the difference between students as resources to support learning, rather than as problems to be overcome.*
- ✓ *Acknowledging the right of students to an education in their locality.*
- ✓ *Improving schools for staff as well as for students.*
- ✓ *Emphasising the role of schools in building community and developing values, as well as in increasing achievement.*
- ✓ *Fostering mutually sustaining relationships between schools and communities.*
- ✓ *Recognising that inclusion in education is one aspect of inclusion in society.*

An Ecology of School Equity



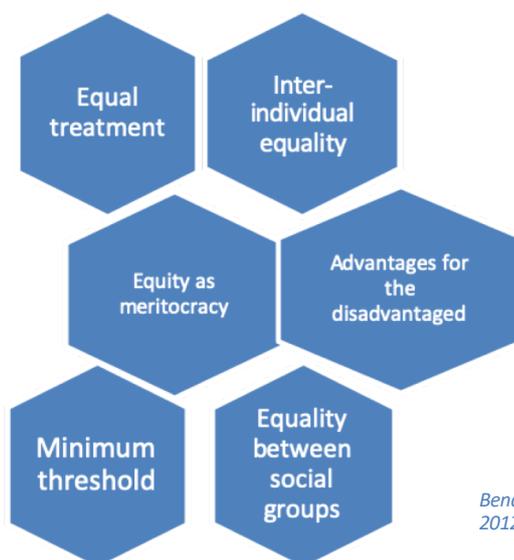
Ainscow et al (2012) draw on the concept of an 'ecology of equity' which is best described as a complex interaction between educational practices of schools, a school's demographic and its local area's cultural expectations of schooling, the influence of school governance and the way in which schools are governed. Within this ecology, Ainscow et al (2012) identify three interlinked areas within which these equity issues arise – within, between and beyond schools. The relationship between and beyond schools is not directly within the remit of this project, focussing as it does on equity issues within a school setting. However, it is important to note the significance of the 'between' and 'beyond' aspects of schools, which are likely to be dependent on the nature of a school's governing education system. One of the first recommendations by the OECD (2007) for improving equity in schools is the need for the design of educational systems to be fair and inclusive. However, it also suggests two other aspects in a school which should be considered in relation to equity; a school's educational practices and its resourcing.

Within schools, the way that these aspects are managed could be said to form part of a school's 'ecology of equity' (Ainscow et al, 2012). Within Ainscow et al's equity model, schools need to consider:

- How students are taught
- The organisation of teaching groups
- Opportunities available to students
- How social and personal development is supported within the school
- How the school responds to diversity
- The school's relationship with its local community

Whilst Ainscow et al (2012) pragmatically note that many equity issues beyond the school cannot be addressed by the school (e.g. such as the poverty of its students), there remains ‘much that individual schools can do to tackle issues within their organisations, and that such actions are likely to have a profound impact on student experiences’ (p.3). Tomlinson (2001 cited in Castelli, Ragazzi and Crescenti, 2012) argues that school equity practices may focus on equal opportunities, equal treatment or equal results for all, but notes that these areas are not mutually exclusive, and schools can pursue numerous strategies across each area in order to develop fairness and equality.

These suggestions are echoed elsewhere in the literature with definitions of equity often focusing on the need for both inclusion and equality in terms of the right to study, equal access to school and equal opportunities (Castelli, Ragazzi and Crescenti, 2012). Six key ideas about equity occur throughout the literature:



Benadusi (2006 cited in Castelli, Ragazzi and Crescenti, 2012)

These six key ideas provided important cornerstones when the project team worked to identify the later sub-dimensions of equity within school practices.

This detailed discussion of the values and principles of fairness and inclusion which underpin concepts of equity is important, because what schools *believe* has a direct effect on what schools *do* – from how they organise the school, to how the students are taught. In making these practical decisions, schools must also consider who their students are – what is the demographic make-up of the students they serve. The next part of the literature search therefore moved from considering not only what is equity, but to asking what do equitable schools look like (for example, in terms of organisational factors) and what do equitable schools do for their students (for example, in terms of teaching or personal and social development)?

Access to a High Quality Education

Providing equitable education starts before a learner even reaches a school, as learners may face a number of challenges in accessing a school which provides a high quality, inclusive education. The USA National School Boards Association ((NSBA) cited in CEP, 2016) states that schools must provide equitable access to education which ensures that ‘all students have the knowledge and skills to succeed as contributing members of a rapidly changing, global society’ (p.2). Learners who are from a disadvantaged socio-economic background, minorities or migrants are less likely to leave with the relevant basic knowledge and skills required.

One method to combat this is the implementation of strong early education (OECD, 2008; Welsh Government, 2014; CEP, 2016). Schools must prioritise its early childhood education and develop greater links with organisations outside the school who may provide care and education from the birth to seven age range. Some schools in Wales, for example, have extended their early primary school provision to encompass children as young as two or three years old within its Flying Start programme (Grigg et al, 2014; Welsh Government, 2017).

“Effective early education improves outcomes and there is international evidence that those children who attend high-quality early education for a year or more do better than those who do not, irrespective of family income...”

Welsh Government, 2014, p23

Part of the effectiveness of early year interventions strategies such as Flying Start also depend on a second element, which is the inclusion of families in the learning process. Schools should endeavour to work with families not only to engage them with the school, but also to engage with their child’s learning.





*“Research shows that at age seven, the degree to which families engage with their child’s learning has **six times more** influence over the child’s educational attainment than the quality of the school.”*

Welsh Government, 2015, p. 5

Reasons to Work with Families

- ✓ *“Parents, carers and wider family members have a big influence on how well children behave and attain at school.*
- ✓ *Family and community engagement (FaCE) is one of the most powerful levers we have to tackle the impacts of deprivation on educational outcomes.*
- ✓ *Parents/carers can make fantastic partners. Their unique knowledge about their children and diverse experiences, skills and volunteer time can enrich and strengthen school life.*
- ✓ *All schools already engage with families to some extent. By incorporating engagement into the school ethos this can be a rewarding, positive experience rather than a challenging one.”*

Welsh Government, 2015, p.7.

“Teachers in inclusive systems need to gauge the effectiveness of their teaching for the range of their students and should know what they need to do to enable each student to learn as well as possible.”

UNESCO, 2017

The OECD (2007) offers ten practical steps to tackling inequity in education which it claims supports the tackling of drop out and early school leaving, as well as making schools more fair and inclusive, leading to better outcomes for learners. These focus on the design of a school, the practices of the school and the way resources are utilised by the school.



[Read 'No More Failures: 10 Steps to Equity in Education'](#)

(OECD, 2008).

It is the practices evident in a school which can often make the biggest difference.

- ✓ Identify and provide early intervention strategies for those who are at risk of drop out, poor attendance or under achievement.
- ✓ Develop relationships between the school, home and the local community to support disadvantaged learners.
- ✓ Grow an inclusive culture which celebrates diversity and ensure teachers are well trained and supported to achieve this.

(OECD, 2008; Gomendio, 2017; UNESCO, 2017)



Quality of the Teaching

One factor that can play an even more significant role than school structures in developing equity, is the quality of teachers themselves. There is repeated evidence that teachers can have the most influence on learning and that high performing teachers are central to a good school equity plan (Hattie, 2012; CPE, 2009; Coe, 2014; Reform Support Network, 2015 cited in CPE, 2016, Welsh Government, 2017).



However, learners from disadvantaged backgrounds, or from ethnic minority backgrounds, are more likely to have poorer quality teachers, and that highly effective teachers are disproportionately serving in wealthier or less racially segregated schools (OECD, 2008; Sutton Trust, cited in Higgins et al, 2014; CEP, 2016).

“Those learners with an effective teacher are more likely to make a year and a half’s worth of progress compared to six months of progress made by those with a poorer quality teacher.”

Those learners with an effective teacher are more likely to make a year and a half’s worth of progress compared to six months of progress made by those with a poorer quality teacher (Sutton Trust, 2011).

Learners’ access to high quality teaching needs to take into consideration two things:

- The distribution of effective teachers across and within schools.
- The characteristics of highly effective teachers which lead to the most impact.

The OECD (2008) notes as one of its ten steps to equity the need to ‘direct resources to the students with the greatest needs’ (OECD, 2008, p6). In this sense, it is possible to think of teachers themselves as a key resource within the school. Not only should school systems ensure that highly effective teachers be deployed to the schools in most need, but a school should consider how it deploys its teachers within the school itself, ensuring that extra resources are channelled where most necessary, without imparting stigma on those learners who may be considered disadvantaged (OECD, 2008).



“Effective teachers are those who are most able to differentiate teaching according to learners’ needs and make efficient use of formative assessment approaches to support learners.”

Whilst there may be no single way to define teacher quality, the CEP (2016) indicates that experience, qualifications and academic background can all play a part. Wider consideration of the research would also suggest that effective teachers are those who are most able to differentiate teaching according to learners’ needs and make efficient use of formative assessment approaches to support learners (OECD, 2017).

Qualities and Skills of Effective Teachers:

- ✓ *Have a high understanding of subject knowledge*
- ✓ *Provide high quality instruction through a good understanding of the best pedagogical approaches to represent the subject they teach*
- ✓ *Effective deployment of assessment for learning strategies and high impact feedback*
- ✓ *Understand how to develop metacognition and self-regulation skills in learners*
- ✓ *Create an inclusive and well-managed classroom which supports optimal learning*
- ✓ *Tailors the curriculum and deploys a variety of instructional techniques to support the needs of all learners*
- ✓ *Engages in ongoing initial and professional development opportunities to support inclusion and diversity in the classroom*

(Estyn, 2012; Hattie, 2012; Coe et al, 2014; Higgins et al, 2014)

Assumptions about low educational aspirations amongst disadvantaged learners is somewhat of a myth. In one study, young learners consistently demonstrated high levels of aspiration for educational outcomes, but as they progressed through the education system became less confident about their capability to succeed within that system and uncertain about their chances for future success, resulting in a number of children feeling disengaged from the process (Carter-Wall and Whitfield, 2012).

When considering educational inequity, it is important to acknowledge that school systems and practices themselves often perpetuate the very inequities which impact on learners. At a time where teachers report seeing high levels of anxiety amongst learners and increasing issues relating to poor mental health, developing equity is seen as an integral part of improving learner's wellbeing (Young Minds, 2018). Increasingly, emotional wellbeing is viewed as an important determiner in a child's future success (OECD, 2012) and therefore it is crucial that schools develop a range of approaches to make learners feel safe and to provide essential school based support services. This is a vital part of developing a personalised approach to learning in a school and to support learners' social and emotional development within an inclusive environment.

The international organisation Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015) suggest that there are five interrelated sets of cognitive, affective and behavioural competencies which support the positive development of social and emotional learning (SEL). They note its significance not only in relation to educational outcomes but also in forming key components of long term employability and citizenships skills too.



CASEL, 2015

Core Social and Emotional Learning Competencies

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

CASEL, 2015, p.5

Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Self-Awareness

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Responsible Decision Making

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills

- Communication
- Social engagement
- Relationship-building
- Teamwork



[Read more about the SEL competencies.](#)

THE DIMENSIONS OF EQUITY

Developing a Framework to Assess Equity

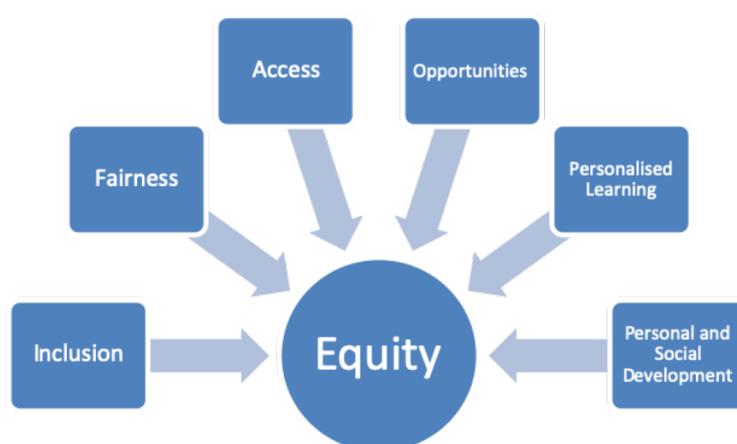
Following the review of literature which was undertaken by several of the project partners, it was necessary to begin to operationalise the theoretical framework by drawing out the key dimensions of equity, which would later be further developed into a series of indicators of equity. These indicators provide a framework with which it is possible to assess equity in a school.

Adopting an exploratory approach to the topic of equity allowed for the building of theory as part of finding a 'solution' to problems of practice and equity issues identified. To develop content validity the indicators were closely interrelated to the conceptual framework developed. Face validity is achieved by ensuring the involvement of school-based practitioners and head teachers throughout the project to check the relevance and applicability of the indicators. Furthermore, research experts' views were used to inform the choice of indicators not only through the careful and systematic review of literature, but also through engaging in a series of expert lectures during a project training event (Denscombe, 2010). As a result of the research undertaken, the project group arrived at a collaboratively agreed definition of equity and its dimensions.

“Equity in education is the right to a fair and inclusive educational system that ensures access to a high quality education and provides opportunities for personalised learning , personal and social development .

Equity in education is achieved when all students receive the needed resources in order to success in the social and professional integration process.”

SOS Project Definition



Dimensions of Equity

Inclusion is related to learners with SEN, socioeconomic status or are newcomers. An inclusive school responds to the learners' needs in all areas of school life. Staff must be able to deal with these needs through personalised education, additional support and resources ensuring well-being, achievement and the development of learner aspirations

Fair education is a universal right that guarantees every child to achieve their highest individual potential

Equity in education is the right to a **fair and inclusive** educational system that ensures **access** to a high quality education and provides **opportunities for personalised learning, personal and social development**

Opportunity in education is the possibility for learners to develop themselves through a wide range of chances to reach their maximum potential, both personally and socially

Personal and social development is the process in which every learner should achieve their own goals through activities in order to empower their wellbeing and self-confidence

Personalised learning is a process taking into account the context of the learner (including personal characteristics and social and cultural background) in order to achieve the optimal progress (skills and personal development)

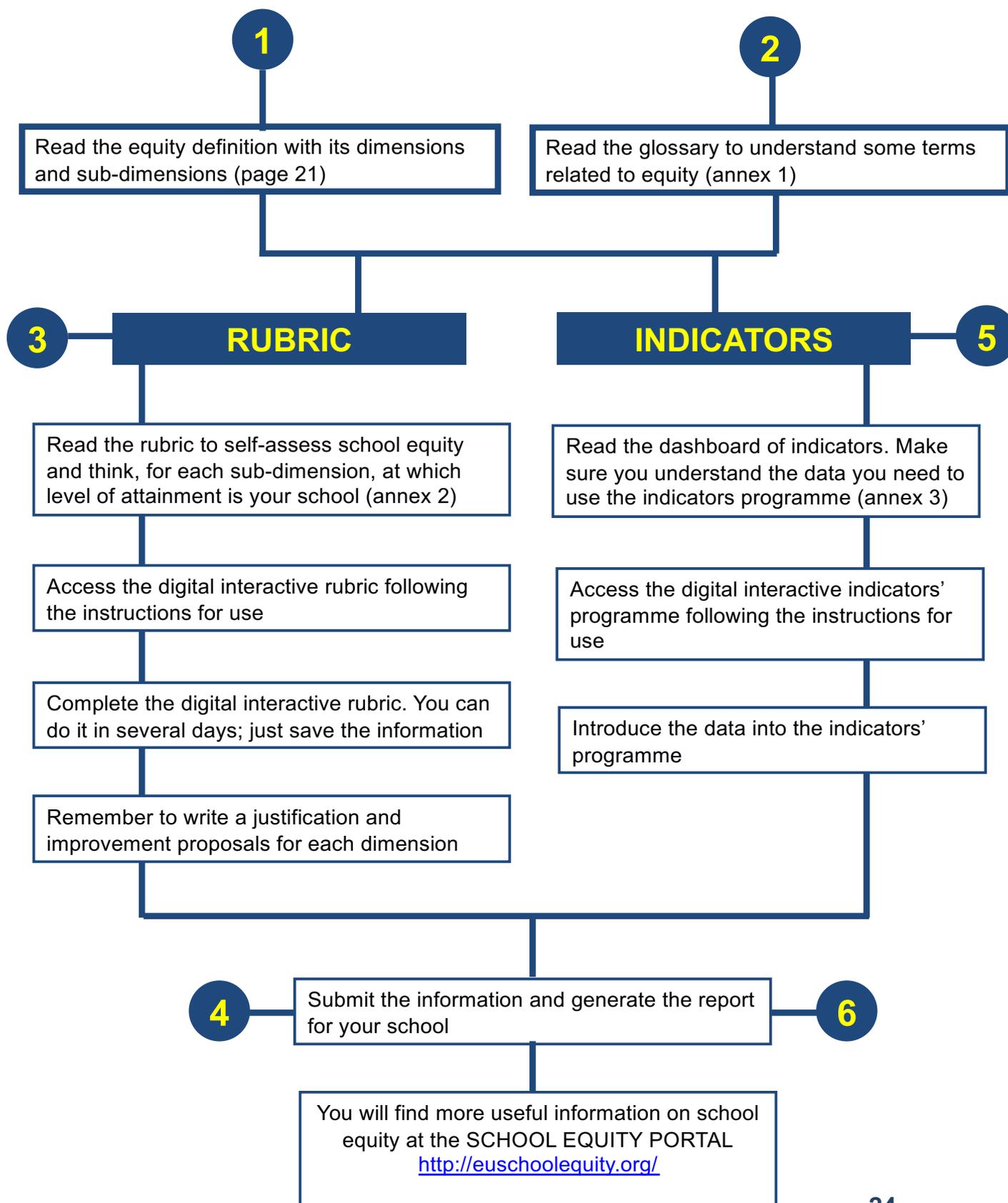
Access is the right to a high quality education which provides a wide variety of learning opportunities to support the development of academic attainment and the socioemotional skills needed for the learner to take their place in modern society

As it has been stated before, this new definition of school equity is based on six keywords, which became six dimensions. However, it is important to note that the dimensions are not mutually exclusive – in effect, the limits of the definitions are blurred and some concepts can in fact be shared with more than one dimension. For the purposes of this project and for clarity, therefore, each dimension has been associated to a specific perspective: the system, the school and the individual. Fairness and access are linked to the system perspective (that is, how the school understands and implements the system regulations). Opportunity and personalised learning are linked to the school perspective (that is, how the school is organised and managed to enhance these dimensions). Finally, inclusion and personal and social development are linked to the individual perspective (that is, school actions focused on the learner).

To empower schools to enhance and assess equity, these dimensions must be deployed into several sub-dimensions, from which an assessment tool can be developed. The sub-dimensions of equity are listed below:

School equity				
Perspective	Dimension		Sub-dimensions	
System	1	Fairness	1.1	Right to education
			1.2	School policy
			1.3	Grants and funding management
			1.4	Participation and commitment
Individual	2	Inclusion	2.1	SEN students
			2.2	SES students
			2.3	Newcomers
			2.4	Gender
			2.5	Ethnicity
			2.6	Intercultural issues
System	3	Access	3.1	High quality education
			3.2	High quality teaching
			3.3	Prevention of absenteeism and dropout
			3.4	Access to resources
School	4	Opportunity	4.1	Support activities
			4.2	School projects
			4.3	Extracurricular activities
			4.4	School environment
School	5	Personalised Learning	5.1	Methodological aspects
			5.2	Organizational aspects
			5.3	Curriculum flexibility
Individual	6	Personal and Social Development	6.1	Learners' expectations
			6.2	Learners' well-being
			6.3	Lifelong learning
			6.4	Social and emotional skills

To self-assess equity, schools should use the tools developed in this project in the following way:



SUCCESSFUL PRACTICE IN SCHOOL EQUITY

Drawing on Project Expertise

To develop this part of the project, it was necessary to draw on the many partners involved to share their knowledge and expertise of effective practices in school equity. As was mentioned in Section B, this project has taken the stance that almost all approaches to developing school equity, when considered as discrete concepts have practical or theoretical limitations. Therefore, this project sets out to take a holistic approach to the term equity, encompassing a broad consideration of practical and theoretical conceptualisations of equity, which can be transferred into a wide ranging set of inter-related and mutually complementary practices which can improve school equity.

Throughout the literature considered, a number of strong themes were repeated about successful school equity practices. These included:

- ✓ Providing strong early childhood care and educational experiences
- ✓ Improving the quality of teaching
- ✓ Ensuring provision of relevant professional development opportunities to improve pedagogic approaches as well as support the inclusion of diverse students
- ✓ Identify students in need of additional support, monitor and provide targeted resources to support learning
- ✓ Support migrant learners
- ✓ Encourage high aspirations and expectations for both students and teachers
- ✓ Identify students at risk of absenteeism and engage in strategies for early intervention to prevent dropout
- ✓ Develop relationships with parents, carers and the wider school community

Project Examples of Effective Practice

This section of the e-guide will share with you a number of practices identified across the partner institutions and organisations. These are examples of effective approaches to developing school equity. Each practice is highlighted as a particularly effective exemplification of one particular equity indicator, as defined by the project. A full list of exemplars with full descriptions of the school based practices and video resource materials are available at: <http://euschoolequity.org/bestpractices.html>

Equity dimension	Best practice	School
Fairness	Space to Happiness	Liceo Giuseppe Parini (Seregno, Monza)
	Welcoming foreign language speaking refugee children	Basisschool Balder Sint-Gillis (Brussels, Belgium)
	UNCRC Rights Respecting Schools Project	Pembroke Dock Community School (Pembrokeshire, Wales)
	16-18 year olds hosting and integration	CFA Barceloneta, Freire & Francesc Layret (Barcelona, Catalonia)
	The Science Festival	Onisifor Ghibu High School (Sibiu, Romania)
	School Community Participation	Escola La Serreta (Santpedor, Catalonia)

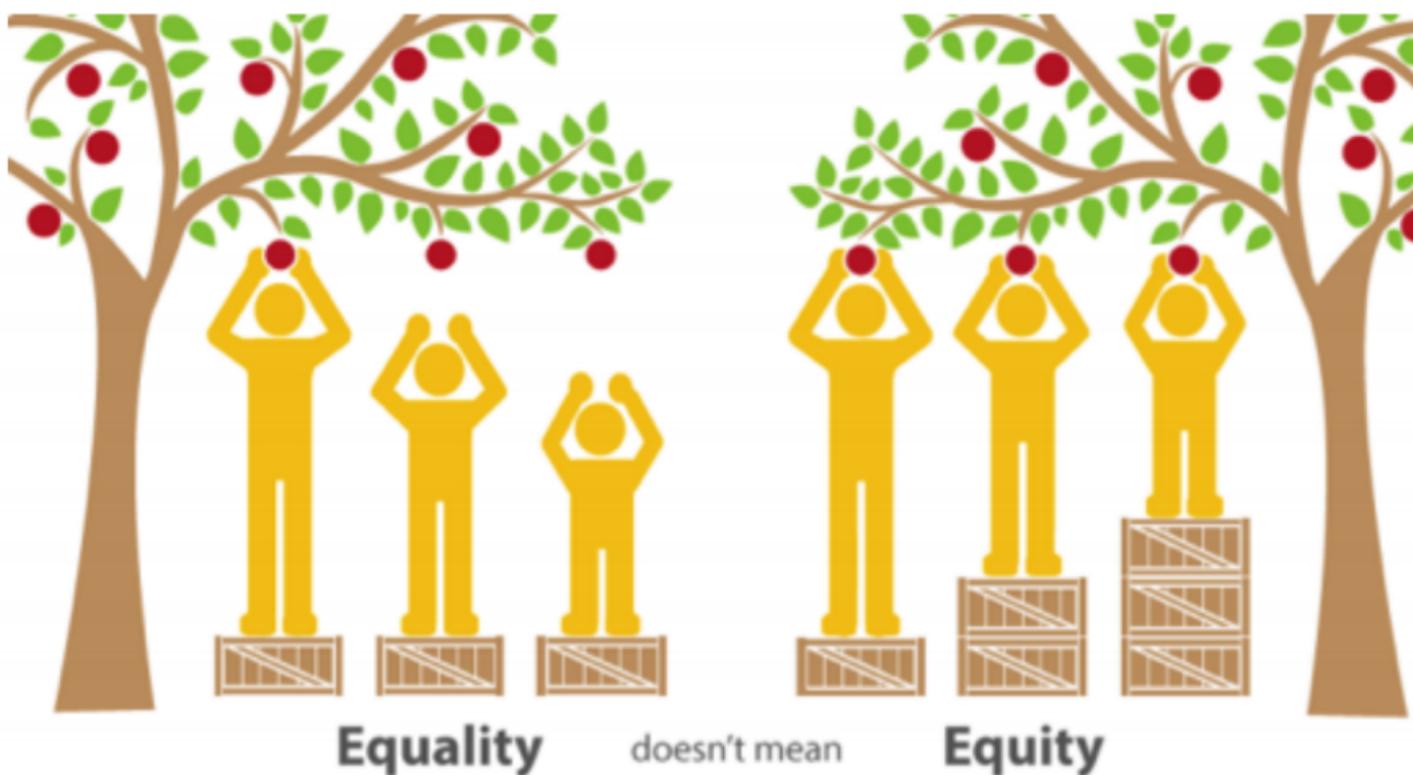
Equity dimension	Best practice	School
Inclusion	Welcome plan for newcomers	Escola Els Estanys (Platja d'Aro, Catalonia)
	Sports Plan	Institut El Calamot (Gavà, Catalonia)
	Teen to Win	Istituto Comprensivo A.Casati (Muggiò, Italy)
	A child with Down syndrome in the nursery class	Basisschool Carolus Magnus Schaarbeek (Brussels, Belgium)
	Cooperative Learning	Pembroke Dock Community School (Pembrokeshire, Wales)
	Transgender	Institut Torre del Palau (Terrassa, Catalonia)
	The Joy of Going to School	Rusciori Primary and Middle School (Romania)

Equity dimension	Best practice	School
Access	All the world's a stage	School of Inclusive Education No.2 (Sibiu, Romania)
	Guidance Diary	Istituto Comprensivo Dante Alighieri (Cornate d'Adda, Italy)
	Integrating newcomers who do not understand the language of instruction	Meertalig Atheneum Woluwe (Sint-Pieters-Woluwe, Belgium)
	Dockleaf Project	Pembroke Dock Community School (Pembrokeshire, Wales)
	Roma students attendance	Institut-Escola Antaviana (Barcelona, Catalonia)

Equity dimension	Best practice	School
Opportunity	The Friendship Restaurant	Istituto Comprensivo A.Casati (Muggiò, Italy)
	A.has her own learning plan	Basisschool 't Plantzoentje Laken (Brussels, Belgium)
	Curricular Flexibility Programme	Institut La Guineueta (Barcelona, Catalonia)
	Success Opportunities for the Less	Institut Montbui (Santa Margarida de Montbui, Catalonia)
	Launch Community Engagement and Empowerment Project	Monkton Priory Community Primary School (Pembrokeshire, Wales)
	After School Programme	Scoala Gimnaziala Cirta (Cirta, Romania)

Equity dimension	Best practice	School
Personalised learning	I am HEAR for you	School of Inclusive Education No.2 (Sibiu, Romania)
	Hospital School	Ospedale San Gerardo (Monza, Italy)
	Adapted education methods for pupils with behavioural disorders	KTA Zavelenberg (St.Agatha-Berchem, Belgium)
	Visible Learning	Pembroke Dock Community School (Pembrokeshire, Wales)
	Project work for all	Escola Font del Roure (Masquefa, Catalonia)

Equity dimension	Best practice	School
Personal and social development	Educational Coaching	Institut El Calamot (Gavà, Catalonia)
	Welcome to a Financial Education Course	Scoala Gimnaziala Cirta (Cirta, Romania)
	Alternative Teaching Zone	Istituto Comprensivo A.Casati (Muggiò, Italy)
	Promoting self-control and ownership to stimulate children's learning	Basisschool De Klimpaal (Brussels, Belgium)
	Flying Start and Early Years Intervention	Pembroke Dock Community School (Pembrokeshire, Wales)
	Vegetable Garden	Istituto Comprensivo A.Casati (Muggiò, Italy)



The story behind a graphic

<https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4>

Section D

Methods and Tools

Project Methods

This project seeks to foster change in schools regarding equity in education through a blending of both top-down and bottom-up approaches. Key to this is the involvement of those affected in the process of change, that is, schools and those in charge of educational policies such as educational authorities. The project tools may be used by school leaders to identify, measure and assess the strategies employed in their school to develop equity. Through the use of these tools, the project seeks the empowerment of school leaders and an increased awareness of the importance of equity in education.

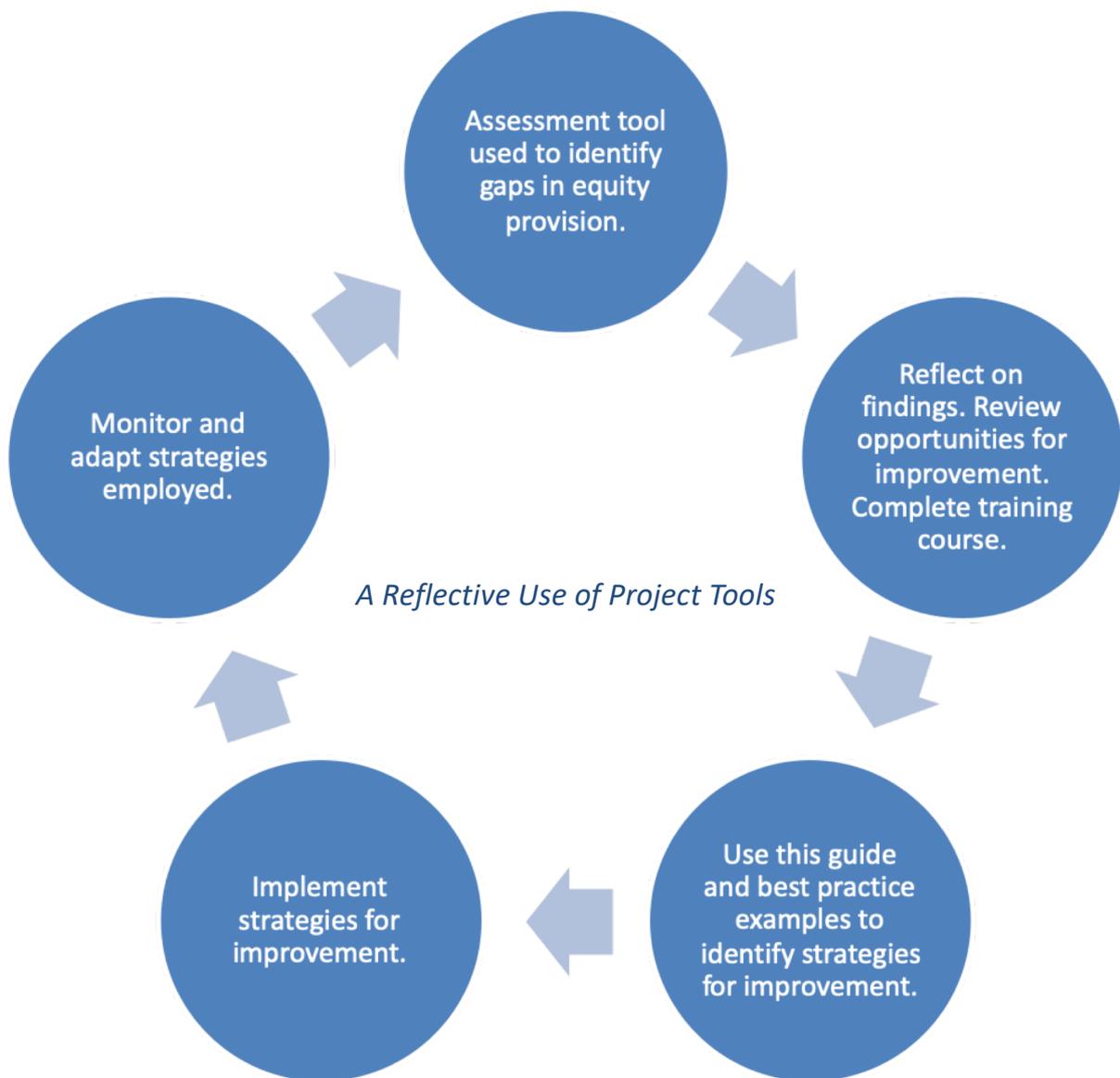
The project's tools have been designed to have benefits both within and outside of the project itself. Within the project, the knowledge and expertise of the staff in all project institutions has increased through participation in training events, and the creation of the project's intellectual outcomes, such as this guide and the tools below.



To engage in the project, it was necessary to adopt a reflective practice methodology so as to develop a process of continuous learning. It involved paying critical attention to the practical values and theories which informed everyday actions, by examining practice reflectively and reflexively. This led to developmental insight which was an important source of individual professional development and improvement.

The benefits for those outside of the project itself include the empowerment of school heads, achieved through offering an equity assessment framework and tools for schools and education authorities to use to assess equity. Alongside this, the project offers a free training course for school leaders to support leaders' use of the framework and to enhance professional development in this area.

Within a number of the participant countries, schools engaged in the creation of best practice examples to be shared. These best practice examples provide a valuable resource for other schools who seek specific exemplar material which can be adopted for their own context. The dimensions of equity framework can be used to assess where a school can make improvements in its equity practices whilst the best practice videos offer a series of possible actions which a school can take to improve its practice. This series of actions provides a reflective cycle of actions which schools can use to improve its equity provision.



“Schools and education systems should focus on equity as a measure of achievement, fairness and opportunity. This is why this project seeks to empower schools to enhance and assess equity.”

Jordi Serarols, Sub-direcció General de la Inspecció d'Educació

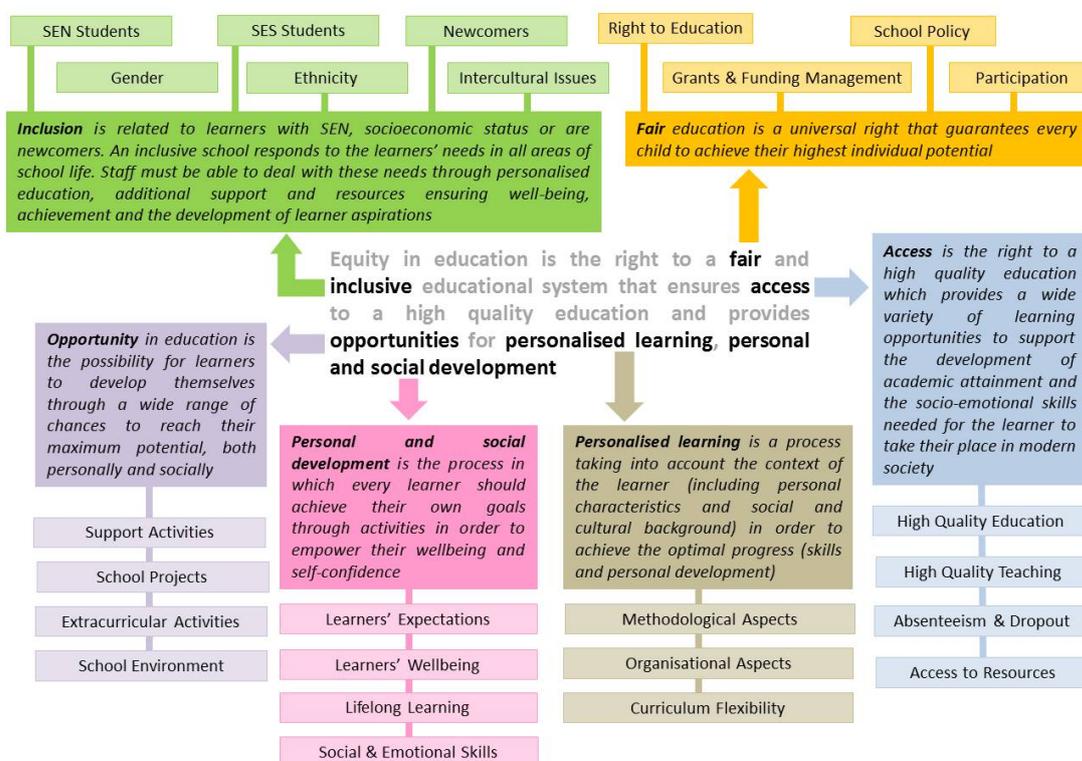
Project Tools

Framework to assess equity

● Definition of equity with dimensions and sub-dimensions

On pages 20 and 21 of this guide, a new definition of equity is stated. It has got 6 dimensions and 25 sub-dimensions. A mindmap containing this information was built in 6 languages: Catalan, Dutch, English Italian, Romanian and Spanish. To download the mindmaps, please visit

http://euschoolequity.org/methodological_guide.html



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● Glossary

The glossary is an alphabetical list of 19 terms related to equity. Each term has a definition and an information source. The terms are used in the rubric to self-assess school equity. You can find the glossary in annex 1 of this guide.

● Rubric to self-assess school equity

This guide provides a framework for identifying, measuring and assessing equity practices in a school. It should be used alongside the rubric which is an innovative assessment tool and provides a sound starting place for guiding implementation of good practices in school equity. It can be used to assess complex processes and educational outcomes. It contains evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy. It is presented in table format and can be used by schools to assess their level of equity. It can also be also used as a self-diagnosis tool to promote reflection and self and peer review in schools to foster understanding of school equity and show the path to reach higher scoring levels in school equity. You can find the rubric in annex 2 of this guide. To download the rubric in different languages, please visit http://euschoolequity.org/methodological_guide.html

We have also developed a digital interactive rubric. It is used by schools to self-assess the 25 sub-dimensions of equity at four different levels of attainment. The rubric acts as a roadmap, as after having assessed each dimension, the tool asks for a justification and some improvement proposals. When all the information is submitted, a report is generated. It includes the school levels of attainment, spider graphs for each dimension and the school justification and improvement proposals. You can access the digital interactive rubric at http://euschoolequity.org/welcome_rubric.php

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● *Dashboard of equity indicators*

The dashboard is made up of several indicators, which are used to measure school equity in a quantitative way. A full list of the indicators and a description for each one can be checked in annex 3. A web application has been developed to gather the data and show the information in a visual way. The web application generates a report for each school with all the indicators' information, which will facilitate the assessment process. To access the application, please visit

<http://euschoolequity.org/WebProject/outputs.html#dtools>

Other Project Tools

Apart from the framework to assess equity, the project has developed more tools.

● *Best Practice Examples*

Each partner within the project has collaborated closely with a number of schools to identify effective equity practice in their setting. The rationale behind each practice is outlined within a series of written exemplars, detailing why the practice was chosen and how the practice is designed to work. Alongside this, you'll find any additional resources which are useful when considering this practice. In addition to this, there is video exemplification of each practice. Student voice is central to effective equity practices and in this video series, many students talk about their own experiences of being involved within the equity practices identified and discuss the impact it has had on them and their learning. To access the collection of best practice examples, please visit <http://euschoolequity.org/bestpractices.html>

● *Training course for school heads on equity in education*

This free professional development training course is designed for school leaders and other school stakeholders. The focus of the course is on empowering practitioners to implement and assess practices on school equity. To access the course, please visit [this website](#).

● *Project Website*

Full details of the project and its participants can be found on our project website. The website will allow you to access to the full complement of digital tools needed to undertake a full assessment of equity practices in your school. Termly newsletters and updates about the project can also be found here. For more information and a full bibliography of all the materials used to support the development of this project's outcomes, please visit <http://euschoolequity.org/WebProject/home.html>

Section E

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ANNEX 1: *Glossary*



ANNEX 2: *Rubric to self-assess equity*



ANNEX 3: *Dashboard of indicators*



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Glossary

Supporting Opportunity in Schools: Promoting Educational Equity

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This **glossary** is an alphabetical list of terms related to equity, which are used in the rubric to self-assess school equity, with the definitions of these terms.

1) Aids and Helps

Aid: Money, equipment, or services that are provided for any student who need them but cannot provide them for themselves.

Source: <https://www.collinsdictionary.com/es/diccionario/ingles/aid>

Help: Assistance or support given with an educational purpose.

Source: <https://www.merriam-webster.com/dictionary/help>

2) Aspirations and Expectations

Although educational aspirations and expectations are conceptually and empirically very proximate, they are distinct measures that capture unique elements of students' educational ambitions. The aspirations question asks students how far they would LIKE to go in school, which implies that the student should note their educational aspirations regardless of any constraints (e.g. finances, grades...) that may keep them from achieving this level of attainment. The expectations question, on the other hand, asks students to note the level of schooling that they REALISTICALLY expect to complete, indicating that the students should factor in to their response the potential constraints that may hinder their educational attainment.

Source: <https://depts.washington.edu/uwbhs/pdf/EducationalAspireExpect.pdf>

3) Coeducation

Co-education is a system where both the genders (male and female) participate in the same learning centre or an educational institution. In this process, both the genders would benefit equally in learning or attaining knowledge from the institution.

Source: <https://content.wisestep.com/advantages-disadvantages-co-education-system/>

4) Community

When used by educators, the term school community typically refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and its community—i.e., the neighbourhoods and municipalities served by the school.

Source: <https://www.edglossary.org/school-community/>

5) External supports

The external supports refer to changes to *how* and *what* students learn. They are aimed at helping learners succeed in school and they are provided by staff who do not belong to the school. They are often called *related services* or *direct services*. Services provide the extra help children need to benefit from education, for example, speech-language therapy, occupational and physical therapy, counselling, adaptive physical education...

Source: <https://www.understood.org/en/school-learning/special-services/special-education-basics/the-difference-between-services-and-supports-for-kids-with-learning-and-attention-issues>

6) Intercultural issues

Intercultural issues refer to the matters that can happen in situations where other people are perceived as members of another cultural group rather than as individuals, the self is then also categorized as a cultural group member rather than in purely individual terms, with intergroup comparisons being made (Oakes et al., 1994). On the other hand, intercultural competence is defined as the set of values, attitudes, skills, knowledge, and understanding that are needed for understanding and respecting people who are perceived to be culturally different from oneself, for interacting and communicating effectively and appropriately with such people, and for establishing positive and constructive relationships with such people.

Source: <https://econtent.hogrefe.com/doi/pdf/10.1027/1016-9040/a000308>

Source: <https://springinstitute.org/whats-difference-multicultural-intercultural-cross-cultural-communication/>

7) Learning ecology

We learn based on a series of activities, resources, relationships and contexts that shape our immediate surroundings. Based on our involvement, new possibilities of learning are created. This context is called learning ecology and is a reality of each person, although it is nourished by its own social environment.

Source: <http://epce.blogs.uoc.edu/ca/2017/01/11/ecologies-aprenentatge-que-son-com-fomentar/>

8) Multiculturalism

Multicultural education embraces the idea that all students, regardless of gender, social class and ethnic characteristics, ethnic, cultural, education system should have an equal opportunity to learn. Multicultural education is not limited to changes in the curriculum, but also involves changes in the school and educational environment.

Source: Banks, J. A., & Banks, C. A. M. (Eds.). (2009). Multicultural education: Issues and perspectives. John Wiley & Sons.

9) Multilingualism

Multilingualism is the use of more than one language, either by an individual speaker or by a community of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population. Multilingualism is advantageous for people wanting to participate in globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly possible.

Source: <https://en.wikipedia.org/wiki/Multilingualism>

10) Newcomers

The term 'newcomer' is used to refer to a pupil who does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher.

Source: <https://www.education-ni.gov.uk/articles/newcomers>

11) Pastoral support

Pastoral support is a service that gives help and support to students as well as providing information, advice and guidance. They always work in close partnership with teachers, parents, carers and other specialist agencies.

Source: <http://teddingtonschool.fluencycms.co.uk/MainFolder/Pastoral-Support-Leaflet.pdf>

Source: <https://dictionary.cambridge.org/dictionary/english/pastoral>

12) Psycho-pedagogical advice

Psycho-pedagogical advice is all the information and recommendations given by professional psychologists or educationalists to schools, teachers and students to help them and their needs. They develop action plans with close collaboration with other social services and external professionals aimed at helping students to succeed in their careers and personal development.

13) Recruitment systems

Recruitment refers to the overall process of attracting, shortlisting, selecting and appointing suitable candidates for jobs (either permanent or temporary) within an organization.

Source: <https://en.wikipedia.org/wiki/Recruitment>

14) School community

When used by educators, the term **school community** typically refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and its community—i.e., the neighborhoods and municipalities served by the school.

In many contexts, the term encompasses the school administrators, teachers, and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success, such as school-board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, charitable foundations, and volunteer school-improvement committees.

Source: <https://www.edglossary.org/school-community/>

15) School policy

School policies and procedures are essentially the governing documents by which a school district and school buildings are operated. They govern the day-to-day occurrences that happen in the school. They offer the guidelines for how the administration and school board believe their school should be run. These policies come into play every single day. They are a set of expectations that all constituents within the school are held accountable by.

Source: <https://www.thoughtco.com/draft-effective-policy-and-procedures-3194570>

16) School staff

School staff includes teaching staff (professional personnel directly involved in teaching students) and it also includes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.

Source: <https://stats.oecd.org/glossary/detail.asp?ID=5437>

17) Social cohabitation

School social cohabitation refers to the sense of social belonging that everyone in the school community has. The school has to engage with the principle of social cohabitation and make sure that interculturality and well-being are ensured all the time.

18) Support and intervention activities

In some circumstances, students will need additional support through a specialist programme concentrating on certain skills or through extra help in the classroom. Support and intervention activities include social skills, anger management, literacy, numeracy or oracy. There are also interventions or activities focusing on stretching the most able and emotional support groups. Interventions may take place during the school day, at lunchtimes or after school.

Source: <https://www.cheam.sutton.sch.uk/537/intervention-strategies-and-activities>

19) Voice activities

Students participate and take decisions related to the different activities developed in the school as well as in school committees, associations and councils.



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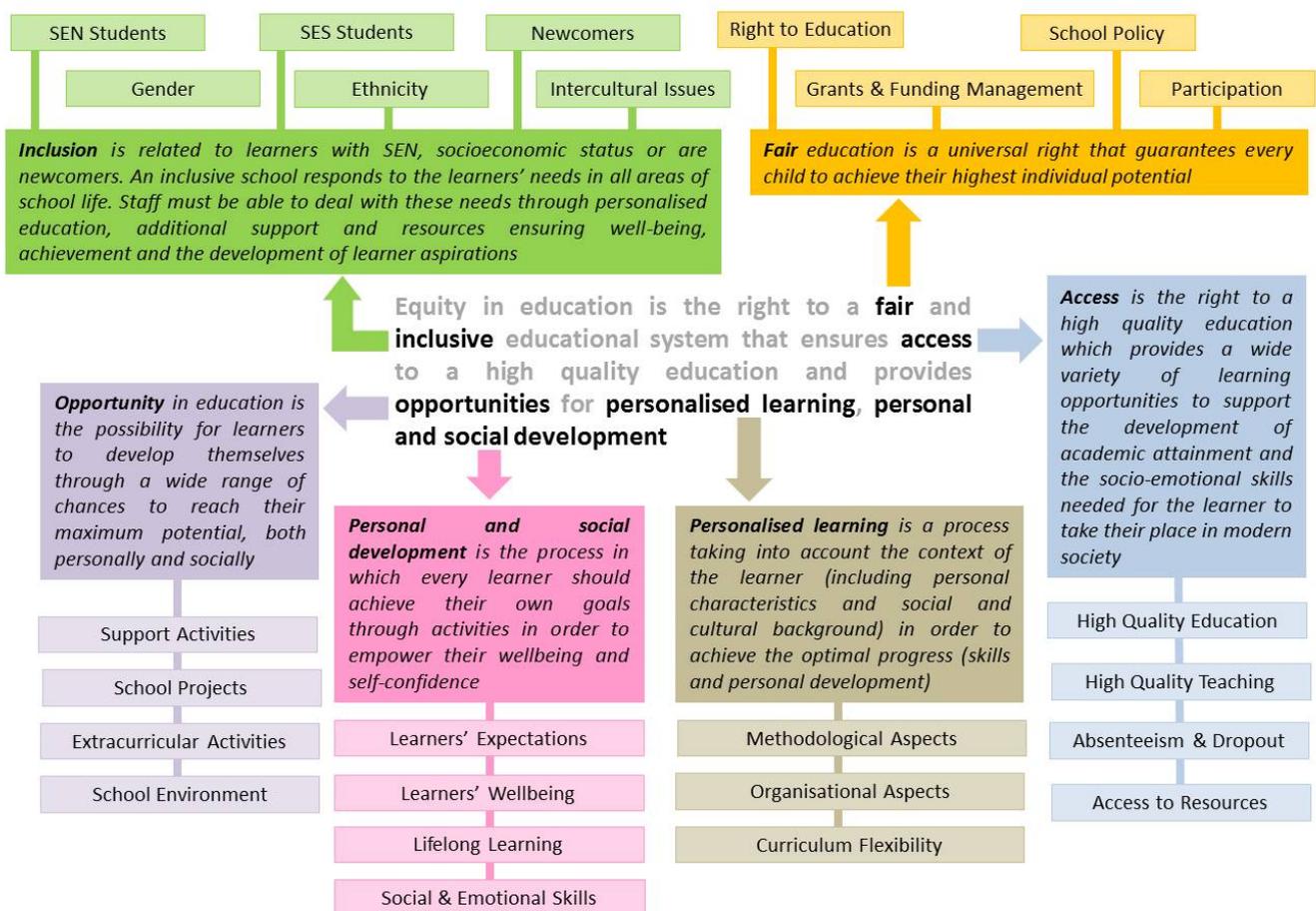
Rubric to self-assess school equity

Supporting Opportunity in Schools: Promoting Educational Equity

2017-1-ES01-KA201-037990

Introduction

Equity in education is the right to a **fair and inclusive** educational system that ensures **access** to a high quality education and provides **opportunities** for **personalised learning, personal and social development**. This definition of equity includes six key concepts, which become dimensions to be assessed. For each dimension, several sub-dimensions have been set. The rubric below describes the sub-dimensions of equity. These sub-dimensions encompass several descriptors graded into four levels of achievement.



Dimension 1: Fairness

(1) Fairness		Level 1	Level 2	Level 3	Level 4
1.1 Right to education	Children's rights	UNCRC* children's rights are not embedded into the school policy. *United Nations Convention on the Rights of the Child	UNCRC children's rights are embedded into the school policy and are part of school practice.	All UNCRC children's rights are embedded into the school policy and are part of school practice. Learners, parents and school staff are aware of these rights and mostly respect them in the framework of an educational pact.	All UNCRC children's rights are embedded into the school policy and everyday school practice. Learners, parents and school staff are all aware of these rights and respect them in the framework of an educational pact.
	Admission	Most learners have equal access to enter the school but there are restrictions (extra payments...).	All learners have equal access to enter the school although there are some kind of admission restrictions.	All learners have equal access to enter the school and benefit from education although there are some kind of admission restrictions.	All learners have equal access to enter the school and benefit from education without any kind of admission restrictions.
(1) Fairness		Level 1	Level 2	Level 3	Level 4
1.2 School policy	Vision & mission	The school vision and mission include equity statements, but school policies and regulations do not reflect it explicitly.	The school vision and mission include equity statements. The idea that every learner can learn is included in the school's aims and objectives.	The school vision and mission include equity statements. Fairness and the idea that every learner can learn to their full potential is embedded in the school's aims and objectives. School policies and regulations emanate this vision and the staff are accountable for it.	The school vision and mission include explicitly equity statements. Fairness and the idea that every learner can learn to their full potential is clearly embedded in the school's aims and objectives and the whole school community endorses and upholds this vision. School regulations, activities and strategies emanate this vision and all the staff are accountable for demonstrating adequate progress for all learners.
	School leaders	School leaders value and have a positive attitude towards fairness and equity.	School leaders value and have a positive attitude towards fairness and equity, acting as role models.	School leaders value and have a positive attitude towards fairness and equity, acting as role models. This reinforces a shared school ethos.	School leaders value and have a positive attitude towards fairness and equity, acting as role models. This reinforces a shared school ethos. They facilitate and monitor implementation of strategies and resources in order to achieve this.

Dimension 1: Fairness

(1) Fairness		Level 1	Level 2	Level 3	Level 4
1.3 Grants and funding management	Grants	The school has no specific policies on grants and funding management according to the learners' needs and participation.	Funds are spent and resources are employed according to learners' needs and participation. Some grants for targeted learners have been requested.	Funds are appropriately spent and resources are appropriately employed according to learners' needs and participation. Grants have been requested and made available to targeted learners.	Funds are appropriately spent and resources are appropriately employed according to learners' needs and participation. All possible grants have been requested and made available to targeted learners and the school has depleted all funding opportunities.
	Orientation	The school does not give support or provide orientation to those families who need to apply for educational aids and helps available in the administration.	The school gives minimal support or provides little orientation to those families who need to apply for educational aids and help available in the administration.	The school guides and gives some support and provides orientation to those families who need to apply for the educational aids and help available in the administration.	The school guides and supports those families who need to apply for educational aids and help available in the administration.
	Management	Learners' personal socio-economic circumstances may be a barrier to inclusion in school activities.	Resources are managed flexibly. Learners' personal socio-economic circumstances are not a barrier to be included in school activities such as school camps, excursions and field trips.	Resources are managed flexibly at school and local level. Learners' personal socio-economic circumstances are not a barrier to be included in school activities.	Resources are managed flexibly at school and local level. Learners' personal socio-economic circumstances are never a barrier to be included in school activities.
(1) Fairness		Level 1	Level 2	Level 3	Level 4
1.4 Participation	Learners	There are few opportunities for learners to have a voice in school decision-making and participation activities.	Learners have some opportunity to have a voice in school decision-making and participation activities.	Learners mostly have a voice in school decision-making and participation activities	The learner's voice is active in school decision-making and participation activities and they have access to a range of formal school councils or associations.
	Families	There are few opportunities for families to become involved in the school.	Families can be involved in the school and collaborate to create good learning conditions for the learners.	Families' views in the life and work of the school are represented and there are numerous opportunities for families to become involved and engaged in the school. The school and families collaborate to create good learning conditions for the learners.	There is a wide representation of families' views in the life and work of the school. Families participate actively in school activities and the learners' learning. Schools engage actively in reaching all families. The school collaborates with families and family associations in order to embrace the same values and to create the best learning conditions for the learners.
	Community	There is little collaboration between the community and the school.	The community and the school collaborate and benefit from the mutual support.	The community and the school share values and goals, and both benefit from the mutual support.	The community is fully embedded into the life and working of the school and the school is an integral part of the community, with shared values and goals so that they both benefit from the mutual support.

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.1 SEN learners	Adaptations	The school adapts learning objectives, activities and assessment to support learners with SEN* to progress. *Special Education Needs	The school adapts learning objectives, activities and assessment with specific consideration of individual needs to support learners with SEN to progress.	Learners with SEN follow the mainstream school curriculum with specific adaptations of learning objectives, activities and assessment according to learners' abilities and needs in order to support learners with SEN to progress.	Learners with SEN follow the mainstream school curriculum with specific adaptations of learning objectives, activities and assessment to enhance their learning and support their success according to learners' abilities and needs.
	Grouping	The school provides advice and support to SEN learners, but they spend most of their time in ability groups.	The school provides advice and support to learners with SEN and they spend part of their time with their peers in mixed ability groups.	The school provides expert teaching, psycho-pedagogical advice and additional support to all learners with SEN, so that they spend most of their time with their peers in mixed ability groups.	The school provides expert teaching, psycho-pedagogical advice and additional support to all learners with SEN in mixed ability groups.
	Facilities	The school has no specific plans to improve the accessibility of learners with SEN.	The school has some accessible infrastructure and facilities to include learners with SEN.	Most of the school infrastructure and facilities ensure the inclusion of all learners with SEN.	All the school infrastructure and facilities are organised to ensure the full inclusion of all learners with SEN.
(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.2 SES learners	Monitoring	The school is aware of their low SES* learners and has started to collaborate with social services to monitor these learners. *Socio-Economic Status	The school, in coordination with social services, monitors low SES learners.	The school, in coordination with social services, monitors the home environment conditions of low SES learners.	The school and the social services monitor and manage, the home environment conditions of low SES learners including housing quality and availability of learning and digital resources.
	Families	The school has set some parental involvement strategies to increase the achievement and success of their low SES learners.	The school enhances parental involvement to increase the achievement and success of their low SES learners.	The school ensures parental and community involvement to increase the achievement and success of their low SES learners.	The school ensures parental and community involvement to increase the achievement and success of their low SES learners by placing value on education and having positive and supportive relationships.
	Support	The school encourages low SES and at-risk learners to apply for financial services and support.	The school helps low SES and at-risk learners to apply for financial services and support.	The school assists with low SES and at-risk learners to apply for and benefit from a range of financial services and support.	The school ensures that SES and at-risk learners benefit from financial services and support (scholarships and government payment options).

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.3 Newcomers	Plan	The school has specific plans with objectives, activities and an evaluation system for migrant learners and learners with different linguistic profiles.	The school has a welcome plan and a language plan with objectives, activities and an evaluation system that fosters continuous improvement for migrant learners and learners with different linguistic profiles.	The school has a welcome plan and a language plan with clear objectives, specific activities and an evaluation system that fosters continuous improvement for migrant learners and learners with different linguistic profiles. These plans are fully embedded in the school.	The school has a welcome plan and a language plan with clear objectives, specific activities and an evaluation system that fosters continuous improvement for migrant learners and learners with different linguistic profiles. These plans are fully embedded in the school and foresee actions with both learners and families.
	Progress	Newcomers are supported with specific resources, so that they are integrated to the new education environment and school system.	Newcomers' progress is supported with specific resources and trained teachers, so that they are integrated to the new education environment and school system.	Newcomers' progress is supported with specific resources and trained teachers to help them with the transition and socialisation with their peers, so that they are integrated to the new education environment and school system.	Newcomers' progress is fully supported with specific resources and trained teachers to help them with the transition and socialisation with their peers, so that they are quickly integrated to the new education environment and school system.
(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.4 Gender	Coeducation	The school ensures the coeducation principle to tackle stereotypes, biases and beliefs to avoid discrimination, harassment and violence related to gender.	The school vision enhances the coeducation principle, through school policies, to tackle stereotypes, biases and beliefs to avoid discrimination, harassment and violence related to gender.	The school vision and leaders ensure the coeducation principle, established in the plans and policies of the school, to avoid any kind of discrimination, harassment and violence related to gender. The school makes always visible female role models to engage more women in the scientific domain.	The school vision and leaders ensure the coeducation principle, established in the plans and policies of the school, to promote gender equality and respectful relationships. The school makes always visible female role models in teaching and learning activities to engage more women in the scientific domain and to overcome gender cultural issues.
	LGBTI	The school takes action against any kind of harassment that LGBTI* learners may suffer. Sexual diversity and orientation, gender and expression of identity are taken into account to avoid any kind of discrimination. *Lesbian, Gay, Bisexual, Transgender, and Intersex	The school enhances the integration and wellbeing of LGBTI learners. The school takes action against any kind of harassment that LGBTI learners may suffer. Sexual diversity and orientation, gender and expression of identity are always taken into account to avoid any kind of discrimination.	The school vision and leaders ensure the integration and wellbeing of LGBTI learners. The school takes action against any kind of harassment that LGBTI learners may suffer. Sexual diversity and orientation, gender and expression of identity are always taken into account to avoid any kind of discrimination.	The school vision and leaders ensure the fully integration and wellbeing of LGBTI learners, through plans and school policies. Sexual diversity and orientation, gender and expression of identity are always taken into account to avoid any kind of discrimination.

Dimension 2: Inclusion

(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.5 Ethnicity	Progress	The school caters for learners belonging to different ethnic groups with specific actions, but progress is not guaranteed.	The school promotes the progress of learners belonging to different ethnic groups with specific actions and plans, which include prevention of absenteeism and drop-out .	The school guarantees the progress of learners belonging to different ethnic groups with specific actions and plans, which include prevention of absenteeism and drop-out and promotion of expectations.	The school guarantees the progress of learners belonging to different ethnic groups with specific actions and plans, which include prevention of absenteeism and drop-out, promotion of expectations, family commitment, and participation in extracurricular activities.
	Staff	School agents work with external agents to deal with issues regarding learners belonging to different ethnic groups, when needed.	School agents, such as school advisors, mentors and counselors, work with external agents to enhance the success of learners belonging to different ethnic groups, when needed.	School agents, such as school advisors, mentors and counselors, work coordinatedly with external agents to enhance the success of learners belonging to different ethnic groups.	All educational stakeholders and the school community are fully coordinated in a network to guarantee the success of learners belonging to different ethnic groups. This includes internal agents such as school advisors, mentors and counselors, and external agents such as social promoters, integrators, assistants and educators.
(2) INCLUSION		Level 1	Level 2	Level 3	Level 4
2.6 Intercultural issues	Multiculturality	Interculturality is present in some school activities with no specific actions or aims.	Interculturality is taken into consideration to foster social cohabitation, so that the cultural background of learners is reflected in some school activities. The school community participates in some of these activities.	Multiculturality is embedded in the school vision to foster social cohabitation, so that the cultural background of learners become learning opportunities. This vision is shared with the school community.	Multiculturality is embedded in the school vision to foster social cohabitation, so that the cultural background of learners become learning experiences that are content relevant. This is shared with the school community, which has an active role in this vision.
	Multilingualism	The languages of the learners are not regularly present in the school activities.	Language diversity is considered an enrichment opportunity and a social cohabitation measure. The languages of the learners are visible through some school activities.	Multilingualism is embedded in the school vision to foster social cohabitation. The languages of the learners are reflected in school activities. This vision is shared with the school community.	Multilingualism is embedded in the school vision to foster social cohabitation. The languages of the learners are reinforced and are reflected in school activities. This is shared with the school community, which has an active role in this vision.

Dimension 3: Access

(3) ACCESS		Level 1	Level 2	Level 3	Level 4
3.1 High quality education	Schooling	The school is not concerned about the maximum years of schooling of its learners.	The school is willing to ensure maximum years of schooling, from pre-primary until post-compulsory studies.	The school is willing to ensure the maximum years of schooling for the learners, from pre-primary until post-compulsory studies, has a plan and it is regularly implemented.	The school ensures that most learners have as many years of schooling as possible, from pre-primary until post-compulsory studies.
	Organization	The school doesn't work to foster collective decision-making on issues of equity, neither does it have mechanisms to make decisions about organizational aspects that would support the development of learners' equity.	The school works to foster collective decision-making on issues of equity and has some mechanisms to make decisions about organizational aspects that would develop learners' equity.	The school fosters collective decision-making on equity and has some effective mechanisms to make decisions about organizational aspects that support and progress the equity of all learners (social committees, absenteeism commissions...).	The school collectively decision-makes on issues of equity and has effective mechanisms in place to make decisions about organizational aspects that support, develop and progress the equity of all learners (social committees, absenteeism commissions...).
	Professional Development	The school does not provide training opportunities on school equity needs.	The school provides opportunities to have teachers trained in equity. There are specific training activities available on school equity needs.	The school has teachers trained in equity and a training plan with specific training activities on school equity needs.	The teachers are trained in equity and some are trainers, and the school has a fully implemented training plan with specific training activities on school equity needs.
(3) ACCESS		Level 1	Level 2	Level 3	Level 4
3.2 High quality teaching	Staff	The school teaching staff is assigned according to the country's provision system. The school is not using all the resources offered by the system.	The school seeks to have competent teachers and it is using some of the available resources offered by the provision and recruitment system.	The school endeavours to have competent teachers by using all the available resources offered by the system.	The school has the most competent teaching staff by using all the available resources according to each country's recruitment systems.
	Learners	The school has few policies on how teachers are allocated to learners with difficulties.	Some learners with difficulties are attended by trained and professional teachers. The school doesn't have systems that match the learners with the greatest difficulties to the most appropriate teachers.	Most learners with difficulties are attended by trained and professional teachers. The school ensures that most of the learners with the greatest difficulties have the most appropriate teachers.	Most learners with difficulties are attended by trained and professional teachers. The school ensures that the learners with the greatest difficulties have the most appropriate teachers.
	Supports	Specific support staff is not used to deal with equity issues.	Specific support staff is used to deal with equity issues.	Both specific support staff and ordinary staff are organized under equity criteria.	Both specific support staff and ordinary staff work together under equity criteria.

Dimension 3: Access

(3) ACCESS		Level 1	Level 2	Level 3	Level 4
3.3 Prevention of absenteeism and drop-out	Absenteeism	The school has higher rates of absenteeism than other schools with a similar context. The school has not developed any action to prevent absenteeism.	The school has some mechanisms to prevent absenteeism and has lower rates than other schools with a similar context.	The school has some efficient mechanisms to prevent absenteeism and has lower rates than other schools with a similar context..	The school has efficient mechanisms to monitor, track and prevent absenteeism.
	Drop-out	The school has higher rates of dropout than other schools with a similar context. The school has not developed any action to prevent dropout.	The school has some mechanisms to prevent drop-out and has lower rates than other schools with a similar context.	The school has some efficient mechanisms to prevent drop-out and has lower rates than other schools with a similar context.	The school has efficient mechanisms to monitor, track and prevent dropout.
(3) ACCESS		Level 1	Level 2	Level 3	Level 4
3.4 Access to resources	Allocation	The allocation of resources is not guaranteed and the access to provision is inequitable for learners.	The school sometimes guarantees that the allocation of resources and the access to provision is equitable to all learners, based on relevant available information about each learner's personal and family background.	The school most of the time guarantees that the allocation of resources and the access to provision is equitable to all learners, based on relevant available information about each learner's personal and family background.	The school guarantees that the allocation of resources and the access to provision is equitable to all learners, based on relevant available information about each learner's personal and family background.
	Digital resources	The school does not guarantee that the learner has access to technological and digital resources so that learning is not guaranteed.	The school guarantees that the learner has limited access to technological and digital resources so that learning is not always guaranteed.	The school guarantees that the learner has frequent access to technological and digital resources so that learning is guaranteed most of the time.	The school guarantees that the learner has access to technological and digital resources at any time so that learning is guaranteed at any moment.
	Additional resources	The school has few additional resources and materials to match the learner's needs.	The school provides additional resources and materials according to the learners' needs.	Learners are provided with the additional resources and materials they need in order to succeed.	All learners are provided with additional resources and materials to personalise their learning in order to succeed.
	Organization	The school does not organize the facilities, the learning spaces and the furniture in order to ensure the inclusion of the learners.	The school tries to organize the facilities, the learning spaces and the furniture in order to ensure the inclusion of the learners.	The school organizes the facilities, the learning spaces and the furniture in order to ensure the inclusion of the learners.	The school always organizes the facilities, the learning spaces and the furniture in order to ensure the inclusion of all the learners.

Dimension 4: Opportunity

(4) OPPORTUNITY		Level 1	Level 2	Level 3	Level 4
4.1 Support and intervention activities	Activities	Support and intervention activities to help learners make progress are only offered as extra-school activities.	The school offers in-school support and intervention activities to help learners make progress.	The school embeds support and intervention activities to help learners make progress. They include personalised learning and second chance strategies.	The school embeds effective support and intervention activities to help learners make progress. They include personalised learning and second chance strategies if they mean opportunity for social promotion.
	Grouping	Learner grouping is set according to learners' abilities. The curriculum is not adapted to their needs.	Mixed-ability groups is not thoroughly guaranteed, although some parts of the curriculum are adapted to the learners' needs.	The school has mixed-ability groups and parts of the curriculum are adapted to the learners' needs.	Mixed-ability groups are embedded in school policies and strategies to adapt the curriculum to the learners' needs are guaranteed.
	External supports	External supports and intervention activities are not deployed either in the school nor outside the school.	The school has deployed external support and intervention activities both in and outside the school.	External supports and intervention activities are fully deployed in and outside the school.	Internal and external supports and intervention activities merge in a fully deployed network within and outside the school.
4.2 School projects		The school has few projects to develop learners' skills and competencies, which provide learning opportunities beyond the curriculum standards.	School projects develop learners' skills and competencies, which provide learning opportunities and tools to advance the learners' overall development.	School projects foster learners' engagement, competencies and talent development. Some of these projects may include national and international collaboration.	School projects foster learners' talent development where engagement and growth is achieved following the learner's own path of learning. International collaboration is used to broaden learners' minds and expectations to develop interculturality.
4.3 Extracurricular activities		The school extracurricular activities do not consider the learners' individual characteristics or socio-economic status.	The school extracurricular activities are offered to all the learner's regardless their individual characteristics or socio-economic status.	The school ensures a range of extracurricular activities that offer the same opportunities to all the learners. Activities may be related to arts and crafts, sports, languages, science and technology, cooking, activities with parents or other members of the community.	The school ensures a wide range of extracurricular activities that offer the same opportunities to all the learners. Activities may be related to arts and crafts, sports, languages, science and technology, cooking, activities with parents or other members of the community. These extracurricular activities provide an added value to the learning process.
4.4 School environment	Local	There is little collaboration between the school and the community.	The school, the staff, the families and the community collaborate to help learners succeed.	The school, the staff, the families and the community collaborate to help learners to succeed in their personal, social and academic attainment.	The school, the staff, the families and the community are engaged in each learner and mobilise some of the internal and external resources to help learners to succeed in their personal, social and academic attainment.
	International	The school participates in international projects occasionally.	The school participates in international projects with some chosen learners or specific courses.	The school participates in international projects to broaden learner's opportunities and foster European citizenship.	The school participates in international projects to establish new networks, broaden learner's opportunities and foster European citizenship and global awareness.

Dimension 5: Personalised learning

(5) PERSONALISED LEARNING		Level 1	Level 2	Level 3	Level 4
5.1 Pedagogical aspects	Teachers' role	The school offers teacher-centered methodologies and there is no coordination in methodological aspects.	The school offers methodologies centered on the learner and his/her own learning process but the assessment is still teacher-centered.	The school offers inclusive methodologies centered on the learner and his/her own learning process where the teacher becomes a coach or facilitator.	The school offers a wide variety of inclusive methodologies centered on the learner and his/her own learning process where the teacher becomes a coach or facilitator. The methodology used responds to the learning needs of the learners, based on a prior diagnosis of the needs.
	Learners' role	Teachers control the pace of the learning process. Assessment is only linked to sorting and promotion.	Learner-focused methodologies are used among teachers and the assessment has a formative aspect.	Learner-focused methodologies are widely used among teachers. The assessment has a formative and a training aspect.	Learner-focused methodologies are used among most teachers and allow the learners to control the pace of their learning process. The assessment has a formative and a training aspect.
(5) PERSONALISED LEARNING		Level 1	Level 2	Level 3	Level 4
5.2 Organisational aspects	Flexibility	The school organisation is rigid, as it does not adapt, distribute or assign the available resources to the needs of the learners. The school has not reflected on flexible organisation issues.	The school organisation is sometimes flexible. It adapts, distributes and assigns some of the available resources to the needs of the learners. This affects some parts of the organization of time, spaces as well as the teaching staff. The school has reflected on flexible organisation issues.	The school organisation is fairly flexible. It adapts, distributes and assigns most of the available resources to the needs of the learners. This affects some parts of the organization of time, spaces as well as the teaching staff. The organizational flexibility of the school ensures the efficiency in the distribution of the different resources oriented to the success of all the learners.	The school organisation adapts, distributes and assigns available resources according to the needs of the learners. This affects the organization of time, spaces as well as the teaching staff. The organizational flexibility of the school ensures the efficiency in the distribution of the different resources oriented to the success of all the learners.
	Monitoring	The school has not developed a system for monitoring, analysing, evaluating and improving the application of the methodologies used.	The school has a system for monitoring, analysing, evaluating and improving the application of the methodologies used, but it is not fully implemented.	The school has an implemented system for monitoring, analysing, evaluating and improving the application of the methodologies used.	The school has an implemented and shared participatory system for monitoring, analysing, evaluating and improving the application of the methodologies used.
	Professional Development	The school has not devised a system of professional development to meet the needs of the learners, neither does it provide methodological and professional guidance for its teaching staff to assist teaching.	The school knows the skills of the teaching staff and organises some professional development activities to meet the needs of the learners.	The school has a professional development plan which enhances the meeting of learners' needs and provides methodological and professional guidance.	The school has implemented professional development of the teaching staff to meet the needs of the learners, and provides methodological and professional development to assist the improvement teaching.

Dimension 5: Personalised learning

(5) PERSONALISED LEARNING		Level 1	Level 2	Level 3	Level 4
5.3 Curriculum and teachers' flexibility	Learners' interests	The teaching process does not usually take into account the learner's motivations, concerns, aptitudes and personal aspirations.	The learning process usually takes into account the learner's, motivations, concerns, aptitudes and personal aspirations.	The learning process takes into account learner's motivations, concerns, aptitudes and personal aspirations. This helps to improve learners' performance.	The learning process takes into account each learner's motivations, concerns, aptitudes and personal aspirations. This guarantees the success of all learners.
	Personalization	There are not personalised plans that consider curriculum flexibility and the learners different learning styles.	The school has personalised plans considering the curriculum flexibility and the learners different and varied learning styles.	Learning personalisation is being introduced in the school considering curriculum flexibility and the learners different and varied learning styles.	Learning personalisation is devised for all the learners considering curriculum flexibility and the learners different and varied learning styles.
	Classroom management	Lessons are planned according to "one model fits all" with specific materials for some learners.	Some lessons are planned to manage different classroom situations using different types of tools, materials and activities to improve learners' learning.	Most lessons are planned to manage different classroom situations using different types of tools, materials and activities to improve learners personalised learning.	Lessons are planned to manage different classroom situations using different types of tools, materials and activities to improve learners personalised learning.
	Feedback	Teachers do not provide individual and valuable feedback to learners to support their learning process.	Teachers provide individual feedback to learners to support their learning process.	Teachers provide individual feed forward and feedback to learners to support their learning process and expectations.	All teachers provide individual and valuable feed forward and feedback to learners to support their learning process and aspirations.

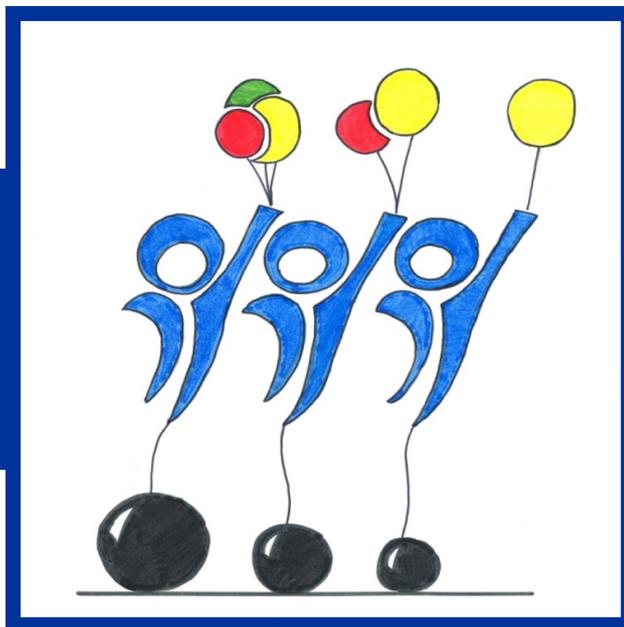
Dimension 6: Personal & social development

(6) Personal and social development		Level 1	Level 2	Level 3	Level 4
6.1 Learners' expectations	Relationships	Teachers usually develop a positive relationship towards learners to improve their competencies and achievements.	Teachers develop a positive, effective and respectful relationship towards learners to improve their competencies, effort and achievements.	Teachers develop a positive, effective and respectful relationship towards learners to influence their own beliefs to improve their competencies, effort and achievements.	Teachers develop a positive, effective and respectful relationship towards learners to influence their own beliefs and aspirations to improve their competencies, effort and achievements.
	Participation	Teachers usually encourage learners to be active participants in class.	Teachers foster learners to be active participants in class to promote learning.	Teachers enhance learners' sense of security to be active participants in class and ask questions to promote learning.	Teachers reinforce learners' sense of security to be active participants in class, ask questions, and seek challenges to promote learning.
	Families	Families or guardians are regularly informed about the achievements of their children.	Families or guardians are regularly informed about the progress and achievements of their children to help and support them.	Families or guardians are constantly informed about the progress and achievements of their children to help and support them to succeed.	Families or guardians are constantly informed about the progress and achievements of their children to help and support them to succeed and fulfil their expectations.
(6) Personal and social development		Level 1	Level 2	Level 3	Level 4
6.2 Learners' wellbeing	Health	The school has no specific provision to develop healthy bodies beyond national regulations.	The school provides activities to develop healthy bodies. This includes healthy eating initiatives and opportunities for physical activities.	The school provides activities and services to develop healthy bodies. This includes healthy eating initiatives, medical provision and opportunities for physical activities.	The school has a range of provision to develop healthy bodies. This includes healthy eating initiatives, medical provision, opportunities for physical activities and physical personal wellbeing.
	Emotions	The school has no specific personal, social and emotional framework beyond national regulations.	The school has started to develop a personal, social and emotional framework with school counsellors.	The school has a personal, social and emotional framework which includes life skills, mental health, child protection, sex and drug education with school counsellors or pastoral support mechanisms.	The school has implemented a personal, social and emotional framework which includes life skills, mental health, child protection, sex and drug education and other programmes with school counsellors or pastoral support mechanisms and external agents.
	Safety	The school has no specific safety plan beyond national regulations and has set few policies to improve the school climate.	The school has a safety plan to ensure a safe and secure environment and to enhance a positive school climate with special attention to behaviour, violence, bullying, harassment and substance misuse.	The school has a safety plan to ensure a safe and secure environment to learners, staff and visitors. This encompasses a positive school climate with special attention to behaviour, violence, bullying, harassment and substance misuse.	The school ensures a safe and secure environment for learners, staff and visitors, which includes physical, social, emotional, personal, emergency and cyber safety. This encompasses a positive school climate in all the factors that can affect the quality and character of school life.

Dimension 6: Personal & social development

(6) Personal and social development	Level 1	Level 2	Level 3	Level 4
6.3 Lifelong learning	The school supports learning to learn by helping learners to reflect on their own learning process and overcome obstacles in order to learn successfully.	The school supports learning to learn by encouraging learners to reflect and be aware of their learning process, so that they are capable to successfully plan, organize and manage their own learning process.	The school supports learning to learn and lifelong learning through reflection and awareness on the learners' learning process. Learners are capable of planning their learning path and organizing their learning process, including effective management of time and information in order to use and apply knowledge and skills in a range of contexts.	The school has a learning ecology framework that supports learning to learn and lifelong learning through reflection and awareness on the learners' learning process. Learners are capable of planning their learning path and organizing their learning process, including effective management of time and information in order to use and apply knowledge and skills in a range of present and future contexts and situations.
6.4 Socio-emotional skills	The school has no specific plan to foster socio-emotional skills in school activities, although teachers take advantage of opportunities to help learners improve them.	The school fosters socio-emotional skills in ordinary activities to empower and develop learners personal attributes such as self-confidence, communication, creativity, problem solving, collaboration, socio-cultural conventions, awareness and work ethic.	The school embeds socio-emotional skills in all ordinary activities to empower and develop learners personal attributes such as self-confidence, communication, critical thinking, creativity, problem solving, collaboration and leadership, socio-cultural conventions, awareness and work ethic.	Learners are explicitly taught how to develop socio-emotional skills to empower and develop their personal attributes such as self-confidence, communication, critical thinking, creativity, problem solving, collaboration and leadership, socio-cultural conventions, awareness and work ethic.

Logo designed by students from Istituto Casati.
Winner of the logo competition organised among
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Dashboard of equity indicators

Supporting Opportunity in Schools: Promoting Educational Equity

2017-1-ES01-KA201-037990

The concept of indicator refers to being able to have information that allows you to obtain an image about what is happening in the school as well as what information is relevant to the improvement decision making. In an educational environment where a multiplicity of factors intervene, educational centers have to give a personalized response to many different learners. This diversity is often linked to the origin of the students, their mother tongue, the language of learning, their socioeconomic status, or their learning difficulties.

In this Erasmus + project, a set of indicators related to 4 areas have been established (context, resources, outputs and outcomes). These indicators provide a significant numerical data, in the form of a percentage, which allows an analysis of the situation of the school itself and its evolution. These data can be compared to national or local indicators, if available. The whole analysis of indicators linked to context, resources, outputs and outcomes allows the school to decide on which areas they have the most possibility of acting. In some of these areas, the school intervention may be more limited, since the context or resources are areas where the educational centers have possibly a more limited intervention, which does not mean nonexistent. However, one must be realistic with the possibility of changing where the school is. The availability of resources is often not linked to the location of the school and the need to attend to students and their families in a socio-economic disadvantaged environment. However, it has been shown that schools have different strategies to face the same challenges. Some of these school strategies and actions often get very different outcomes.

Regarding the output and outcome indicators, they allow us to obtain very relevant information regarding the educational action of the school and the educational efficiency towards its students. These indicators are very closely related to the educational success of the students and the school. This educational success is one of the elements that allows to relate the level of equity of the educational system and the effective action of the schools in order to offer a system of promotion and personal and social success of the students who are in situation of greater vulnerability.

Finally, some outcome complex indicators have been defined. They are indexes made up from different quantitative or qualitative elements. The data provided by these indicators allow to create a more accurate view of the data obtained from some simple indicators. Five complex indicators have been defined:

- Professional aspirations of 15-year-old students
- Inequities in schooling expectancy
- Perception of school climate according to 15-year-old students
- Inequalities in results
- School effectiveness

Some of these indicators are used in international studies such as PISA, although the composition formula used here is not the same.

The data obtained provide qualitative information relevant to decision-making, not exclusively related to context and environment situations, outputs or outcomes. Its analysis is key to the school reflection and the development of improvement actions focused on promoting equity in the school processes.

Below is the list of indicators that make up this dashboard of school equity indicators:

SCHOOL EQUITY INDICATORS

Simple indicators	
CONTEXT	*Risk Indicator
	Rate of teacher stability
	Rate of students mobility
Variable	Rate of students with special educational needs*
Variable	Rate of students with low incomes*
	Rate of free meals
Variable	Rate of students with parents with low education*
Variable	Rate of students with non-official family language*
Variable	Rate of Roma students *
	Rate of students with foreign origin*
	Rate of students who access secondary education with low performance*
	Rate of teachers who participate in professional development
	Rate of students who attended kindergarten
	Rate of students with internet broadband access at home
	Rate of students who own a PC or portable device (laptop, tablet)
	Rate of students with learning difficulties*
	Rate of students with high performance
RESOURCES	
	Ratio students/teachers
	Rate of non teaching staff/students
	Rate of direct teaching time with students
OUTPUTS	
	Rate of absenteeism*
	Rate of grade repetition*
	Rate of detention
	Rate of suspension (temporary exclusion)
	Rate of exclusion (expulsion)
OUTCOMES	
Segmented	Rate of graduation
Segmented	Rate of drop-out
	Rate of progression according to age group
Complex indicators	
Segmented	Professional aspirations of 15 year-old students
Segmented	Inequalities in schooling expectancy
	Perception of school climate according to 15-year-old students
Segmented	Inequalities in results
	School effectiveness

Segmented: This means that this indicator is segmented into different variables

Variable: This means that this indicator is used as a segmentarion of another indicator

The table above contains the list of indicators and other important information. The first column contains the code that has been assigned to each indicator. The second column contains two indicators, the rate of graduation and the dropout rate, in red. These indicators are considered key and their value is disaggregated according to groups of vulnerable students, which are indicated in yellow. Finally, the third column establishes a new classification of the indicators as "risk indicator", that is, those indicators that need to be monitored more rigorously and periodically, as they are considered key indicators of school equity.

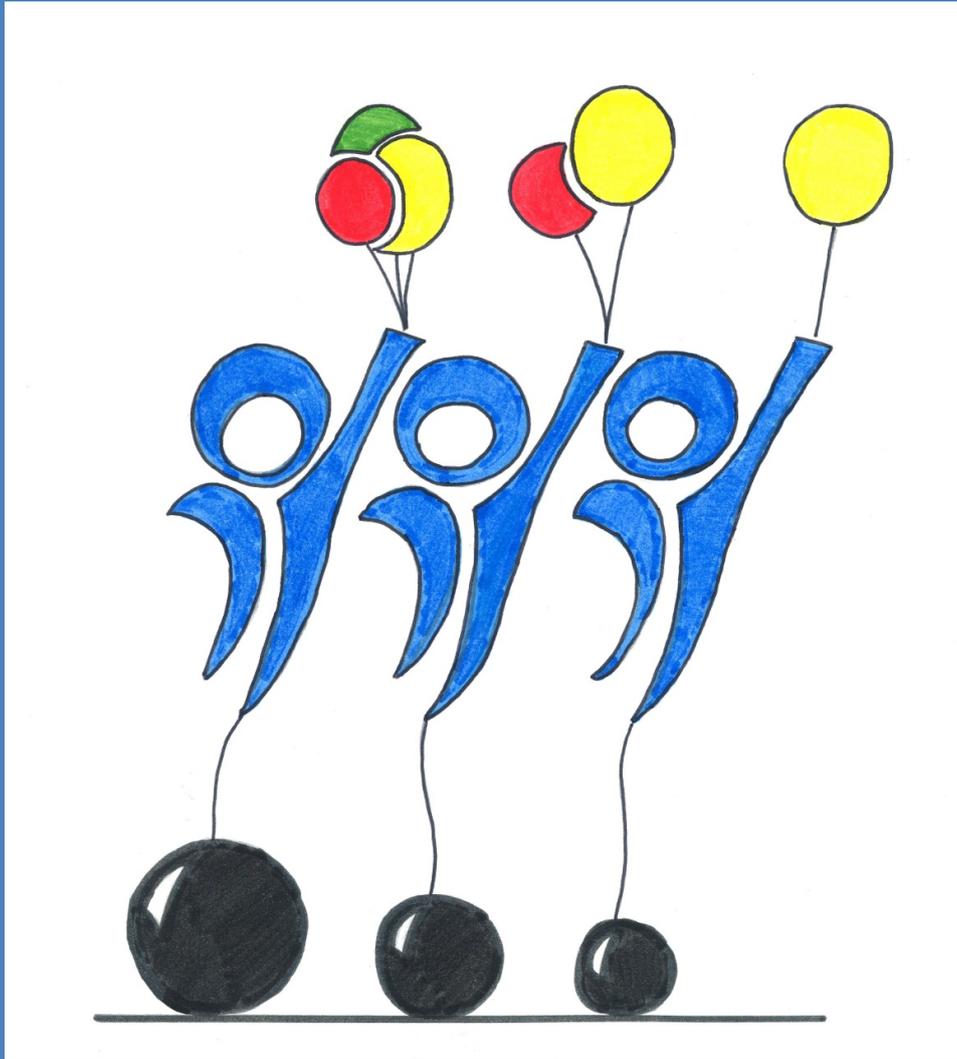
To make these indicators more comprehensible, a descriptive sheet for each of them has been compiled, which includes the following information:

INDICATOR	Indicator denomination
TYPOLOGY	Position: context, input, output, outcome
DESCRIPTION	Indicator explanation
FORMULA	Formula used to calculate the indicator's value
DEFINITION	Description of key concepts used in the formula
SPECIFICATION	Important information for the analysis
POPULATION	Whole group on which information is collected
INFORMATION COLLECTION	Information source (register, survey...)
DATA ORIGIN	Name of information provider
DOCUMENT COLLECTION	Document where information is collected
COLLECTION FREQUENCY	Frequency with which the indicator is collected
SEGMENTATION/AGGREGATION VARIABLES	Variables from which the information is structured, presented and analysed (by course, by group, by language ...)
FORM OF REPRESENTATION	Graph showing the information relative to the indicator. Data must be presented according to the selected segmentation variables. As far as possible, information relative to the historic indicator will be added.
NATIONAL INFORMATION	Provide information of national value for the indicator
INTERNATIONAL INFORMATION	Provide information of international value for the indicator (OECD, EU...)
REMARKS	Comments on the indicator

Through this table, it is intended to provide information on how to interpret each of the indicators, and how to obtain the necessary information. Obviously not all educational systems, educational centers and educational institutions can have all the indicators; the educational centers or agents themselves must be who decide which indicators are more appropriate to use so that the information they provide helps them to make improvement decisions.



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Logo designed by students from Istituto Casati. Winner of the logo competition organised among partner institutions.


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