IMPROVING SOCIAL EQUITY THROUGH EDUCATION:
Raising outcomes for low achieving students

Policy options for greater equity and quality in education: a comparative perspective
Beatriz Pont
OECD and LIEPP

Investing in equity in education is key

PIKETTY (2014)

- Increasing wealth inequalities (r>g) have negative consequences.
- Knowledge and skills diffusion are key to productivity growth and reduction of inequality.
- For greater convergence in growth, need for progressive wealth tax _and_ invest in education and skills for the more disadvantaged.


Figure 9.8. Income inequality: Europe vs. the United States, 1900-2010
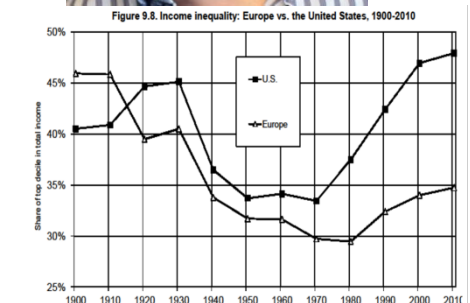
CINGANO (2014)

- Income inequality has negative impact on further growth
- Wider gaps in income prevent skills development among low SES and generate more inequality and prevent growth
- Inequality affects growth: _Undermining education opportunities for low SES children. lowering social mobility and hampering skills development._

Individual and societal benefits of raising skills

Likelihood of positive outcomes among highly literate adults, PIAAC 2012
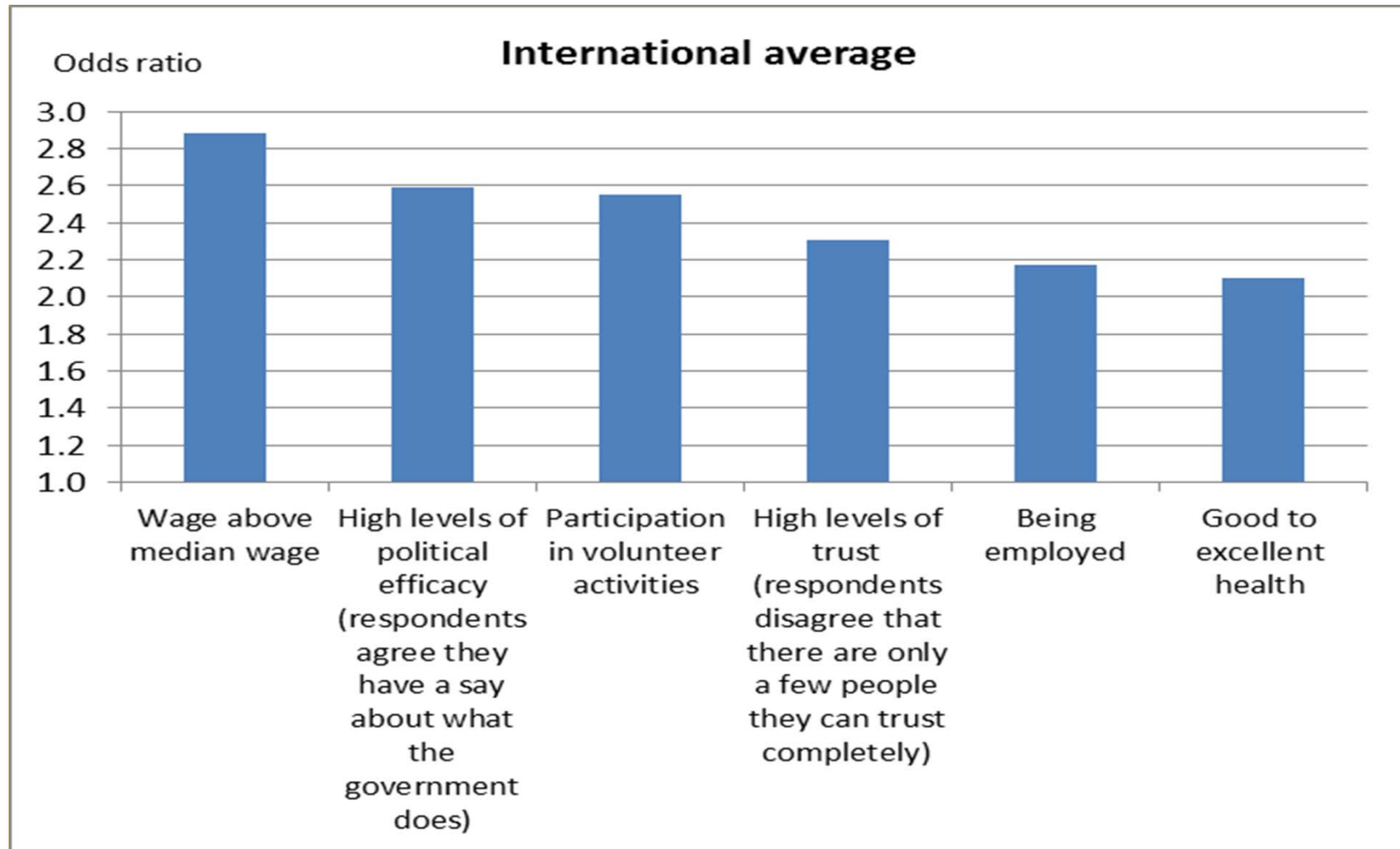
Source: OECD (2013), PIAAC.

Reducing school failure pays off

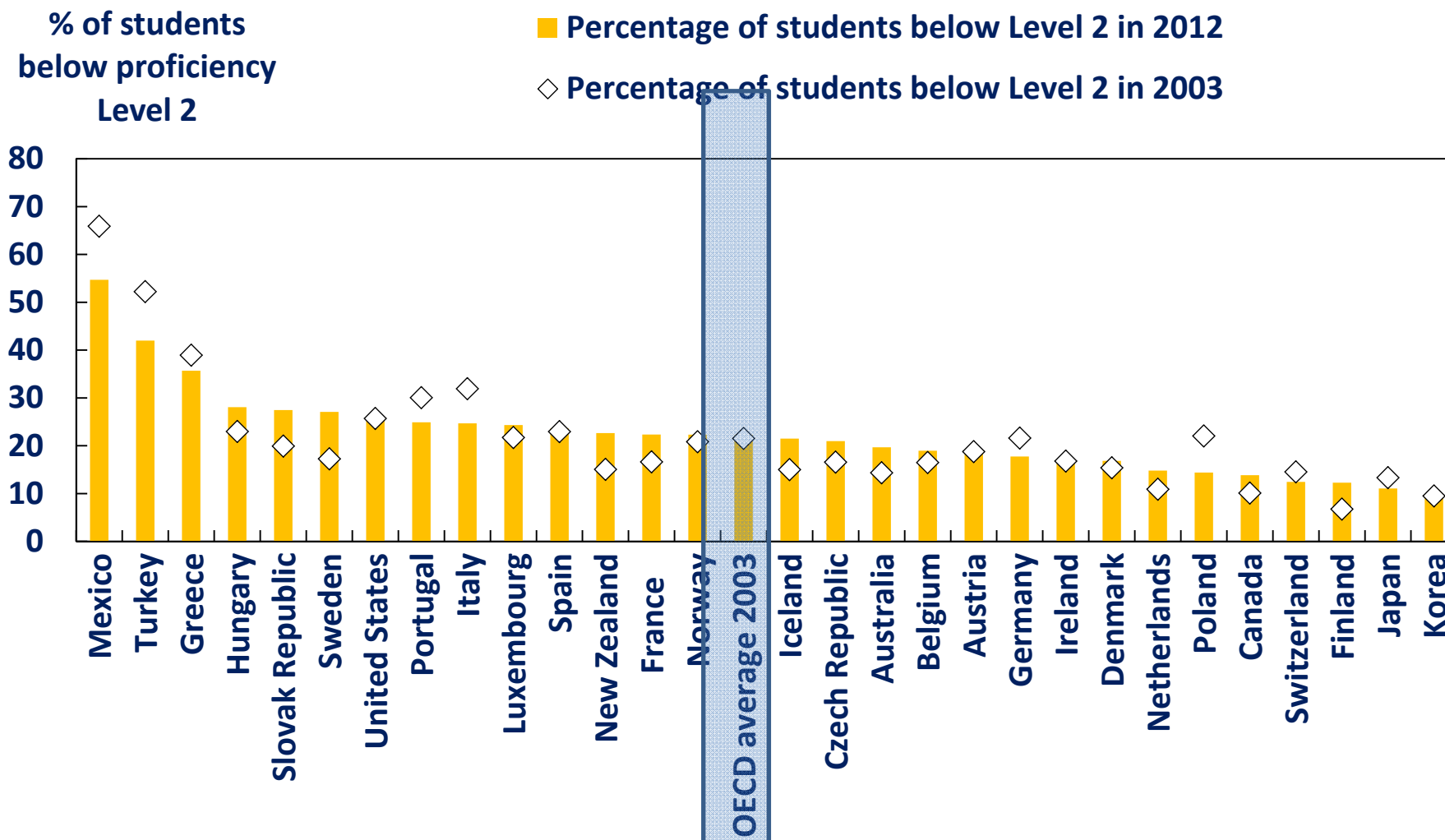**Education failure imposes high costs to individuals and to society**

It limits capacity of economies to grow and innovate

Damages social cohesion and mobility and is expensive:
Higher public health expenditures
Higher welfare, increased criminality

.. and the crisis and new economic data has brought equity to the forefront

Challenge: Around 1 in 4 15-year-olds do not reach a minimum level of skills (PISA 2012)

% of students below proficiency Level 2

■ Percentage of students below Level 2 in 2012
◇ Percentage of students below Level 2 in 2003

Source: OECD PISA 2012 Database.

Challenge: The impact of background on performance is strong (PISA 2012)

Relative risk of scoring in bottom quarter in PISA mathematics 2012
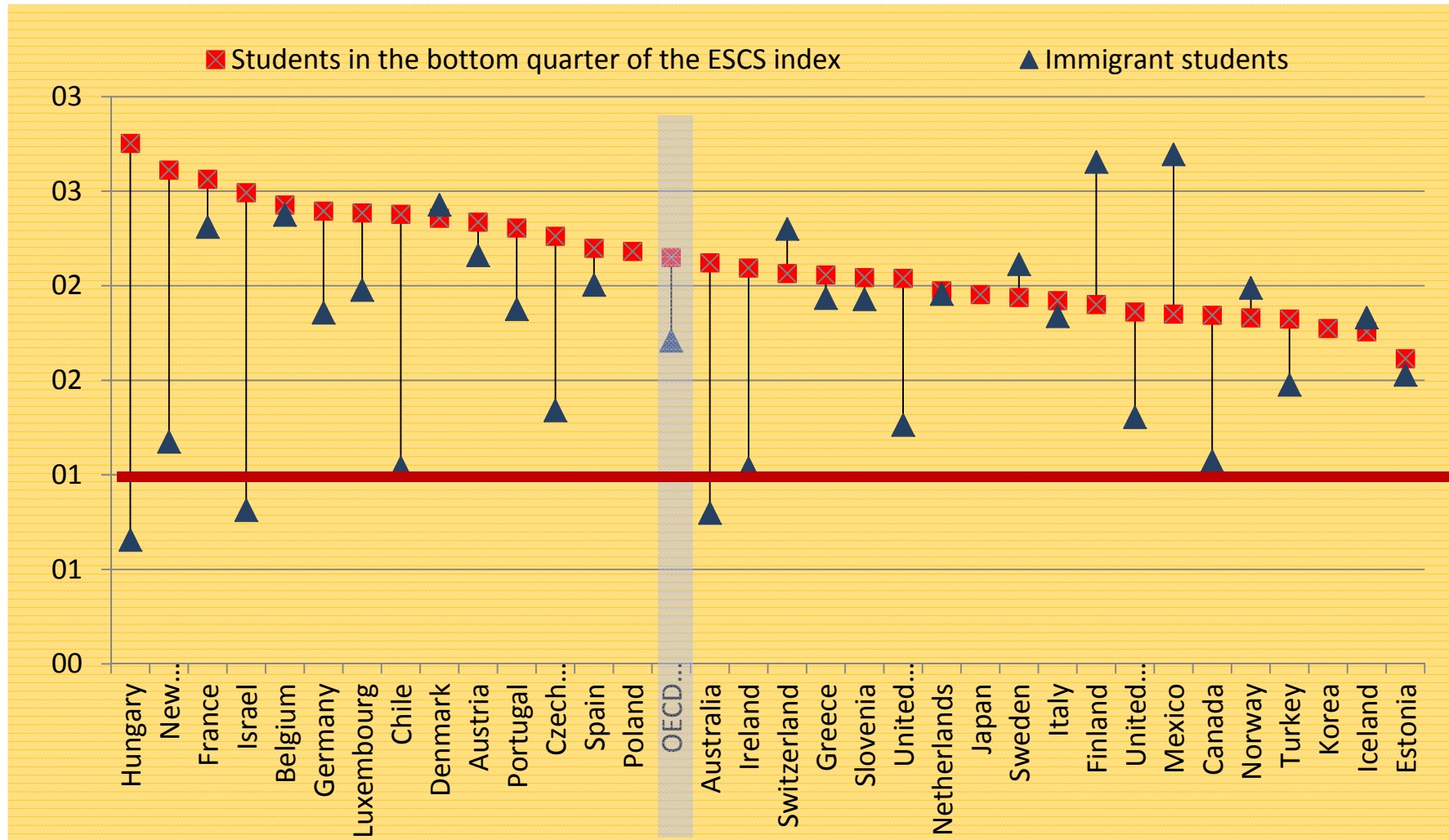
Source: OECD PISA 2012 Database.

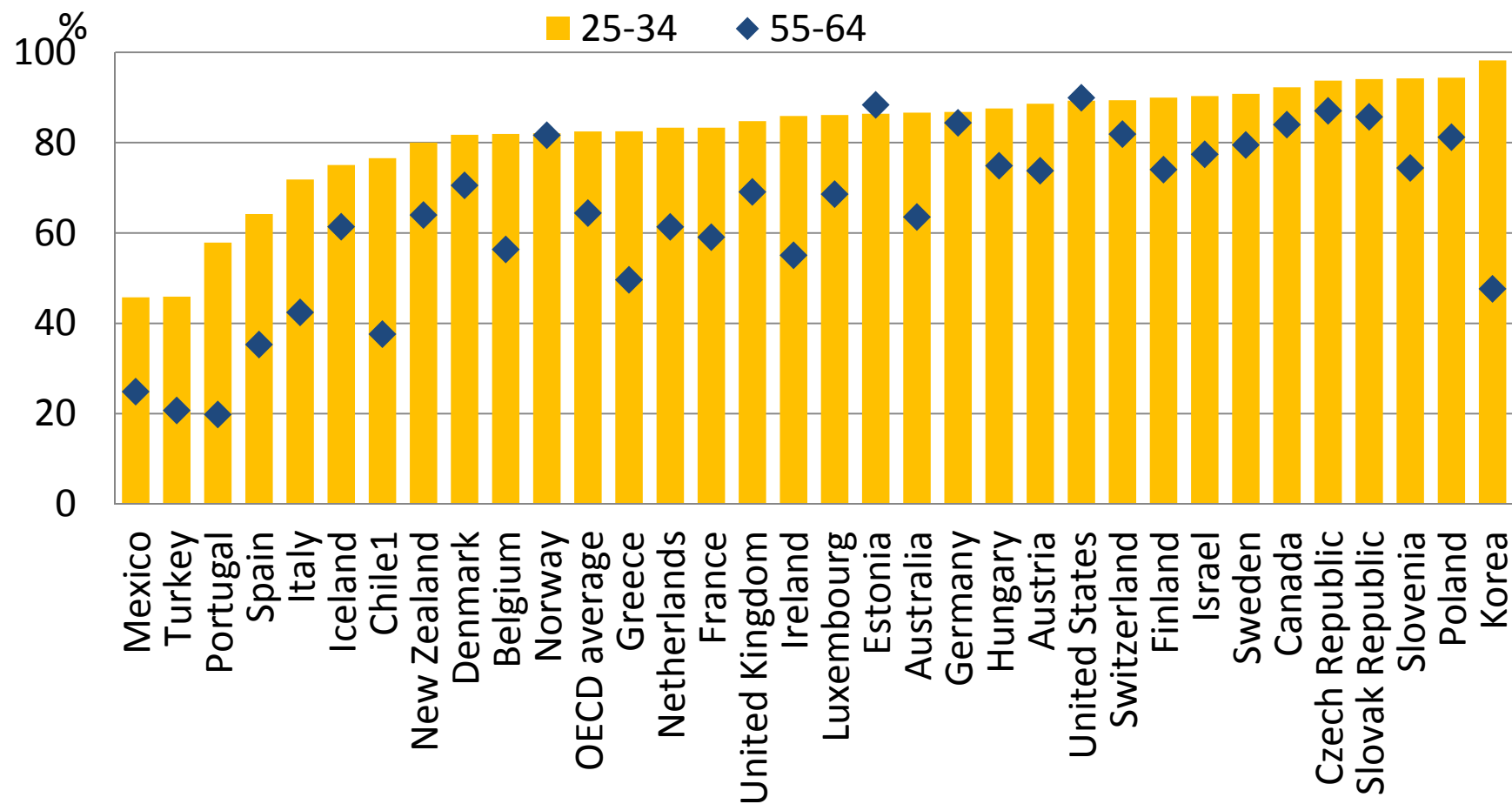# Challenge: The share of those who do not complete remains high (EAG 2014)

% of those who have not completed upper secondary education, 2012

Legend: 25-34 (yellow bars), 55-64 (blue diamonds)

Countries (left to right): Mexico, Turkey, Portugal, Spain, Italy, Iceland, Chile1, New Zealand, Denmark, Belgium, Norway, OECD average, Greece, Netherlands, France, United Kingdom, Ireland, Luxembourg, Estonia, Australia, Germany, Hungary, Austria, United States, Switzerland, Finland, Israel, Sweden, Canada, Czech Republic, Slovak Republic, Slovenia, Poland, Korea

High performing systems combine quality with equity (PISA 2012)
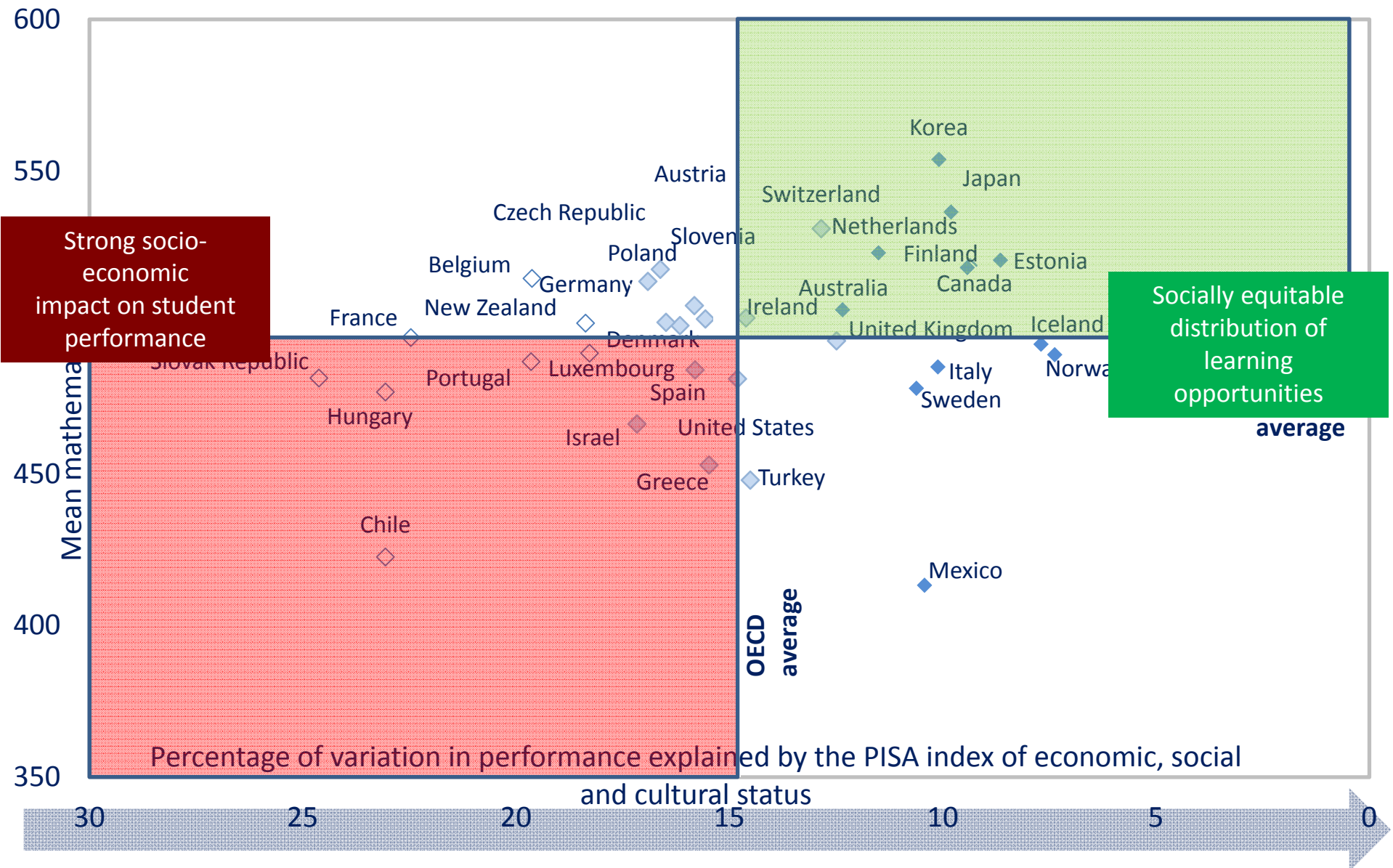
It is how money is invested that matters
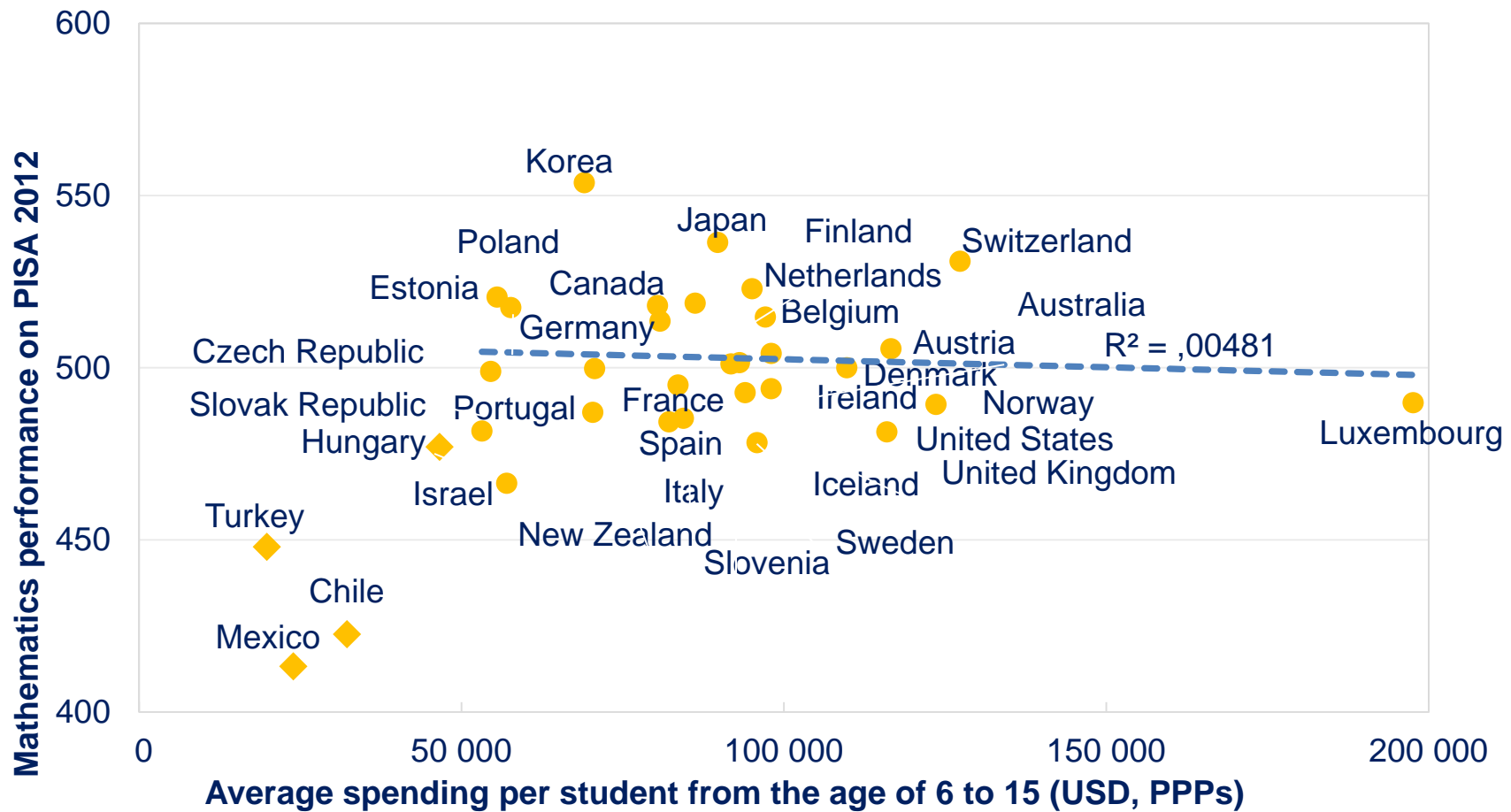
Spending per student and average math performance, PISA 2012

Source: OECD (2015), Education Policy Outlook 2015: Making Reforms Happen.

Education Policy Outlook policy lever framework

Students: Raising Outcomes

1. <u>Equity and quality:</u> Eliminate system level policies that hinder equity and support disadvantaged students and schools.
2. <u>Preparing students for the future:</u> Improve skills up to tertiary and ensure successful transitions to the labour market.

Institutions: Enhancing quality

3. <u>School improvement:</u> Strengthen the teaching and school leadership profession and develop positive learning environments.
4. <u>Evaluation and assessment:</u> Develop an integrated evaluation and assessment framework putting students at the center.

Systems: Governing effectively

5. <u>Governing effectively:</u> Define priorities, ensure effective planning and delivery of policies, enhance local capacity to deliver.
6. <u>Funding:</u> Increase efficiency and effectiveness of funding systems.

Making effective reforms happen is key

OECD countries are using different policy options to improve their education systems...

School improvement

Teacher training reform

National commitment to ECEC

Student funding

New middle school reform

Funding grants

School evaluation reform

VET reforms

Setting national priorities for education

Subsidies for disadvantaged schools

Reforms in school leadership and teachers

Support to students from specific populations
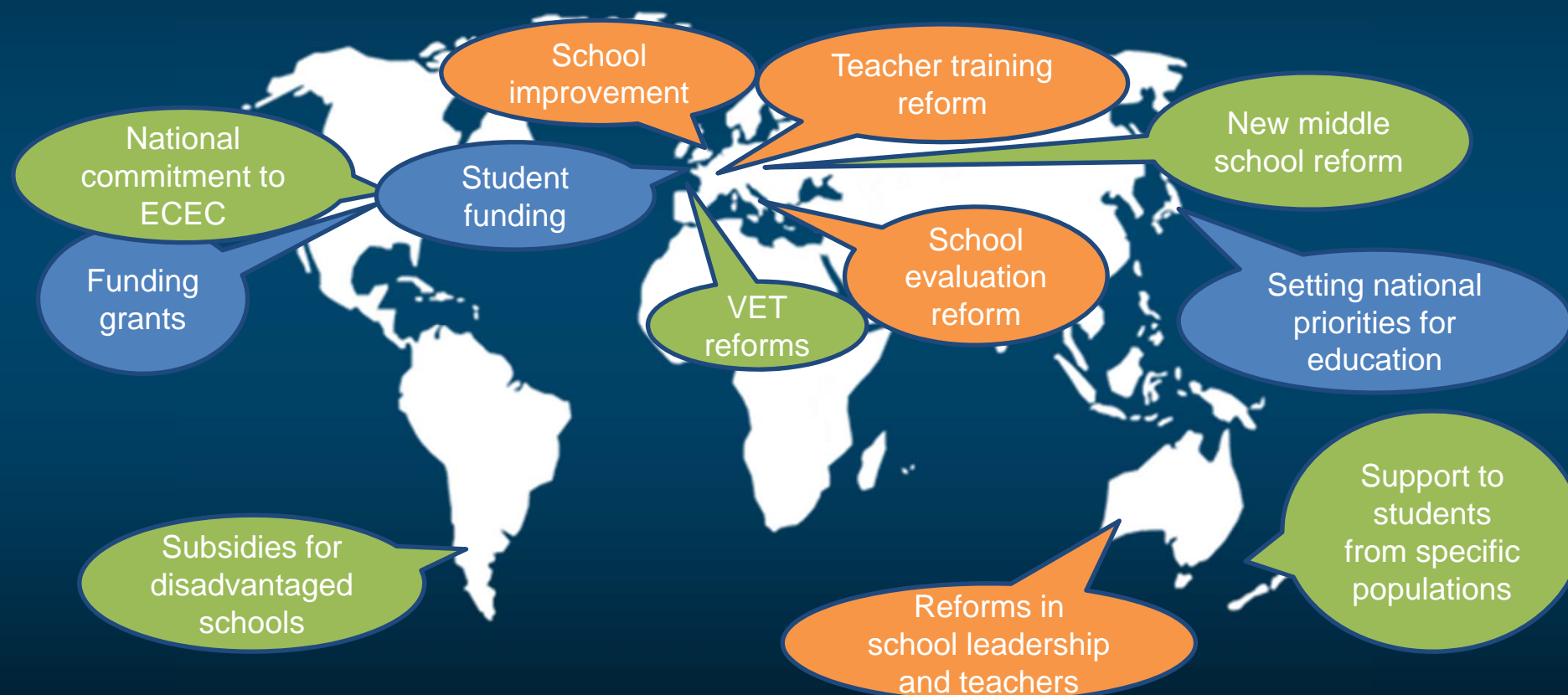
But only around 1 in 10 reported evaluation to gauge impact

There are clear common policy trends across countries

Key policies implemented across OECD countries by policy lever, 2008-14
(based on countries' self reports)

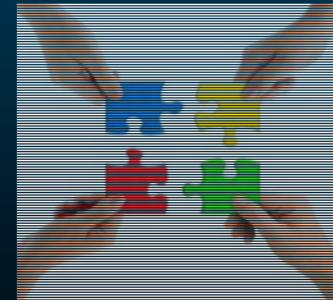| Equity and quality	Preparing students for the future	School improvement	Evaluation and assessment	Governance	Funding
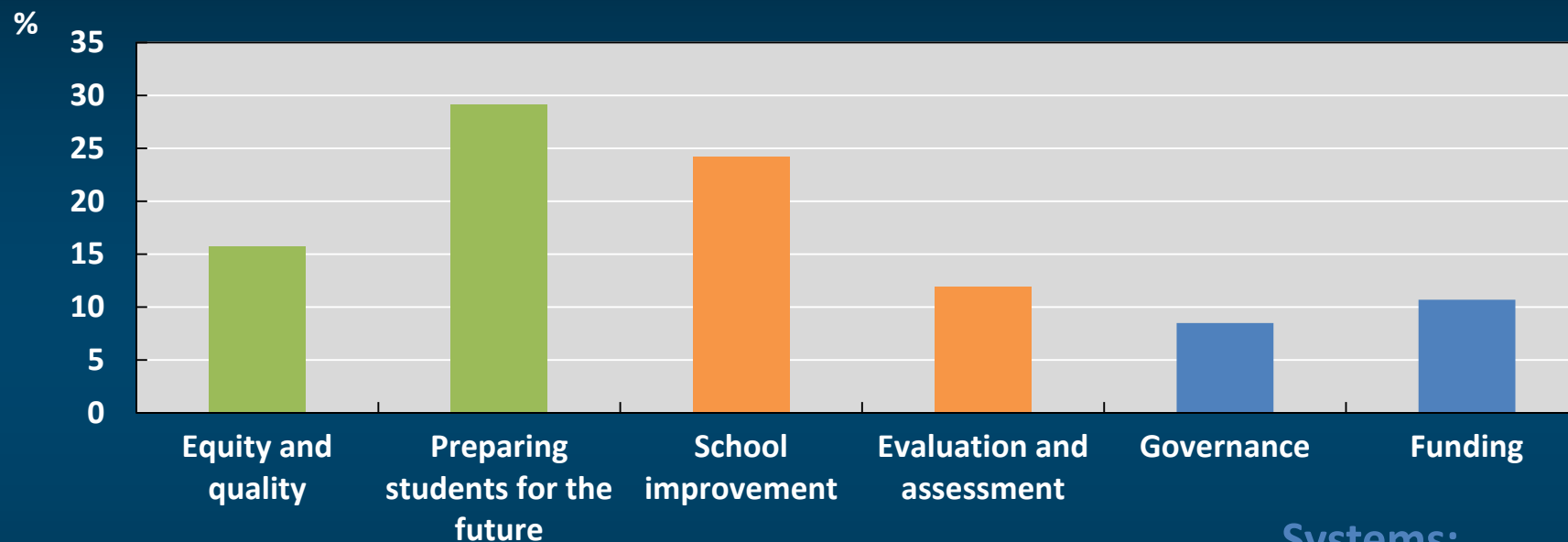
Students:
Raising Outcomes
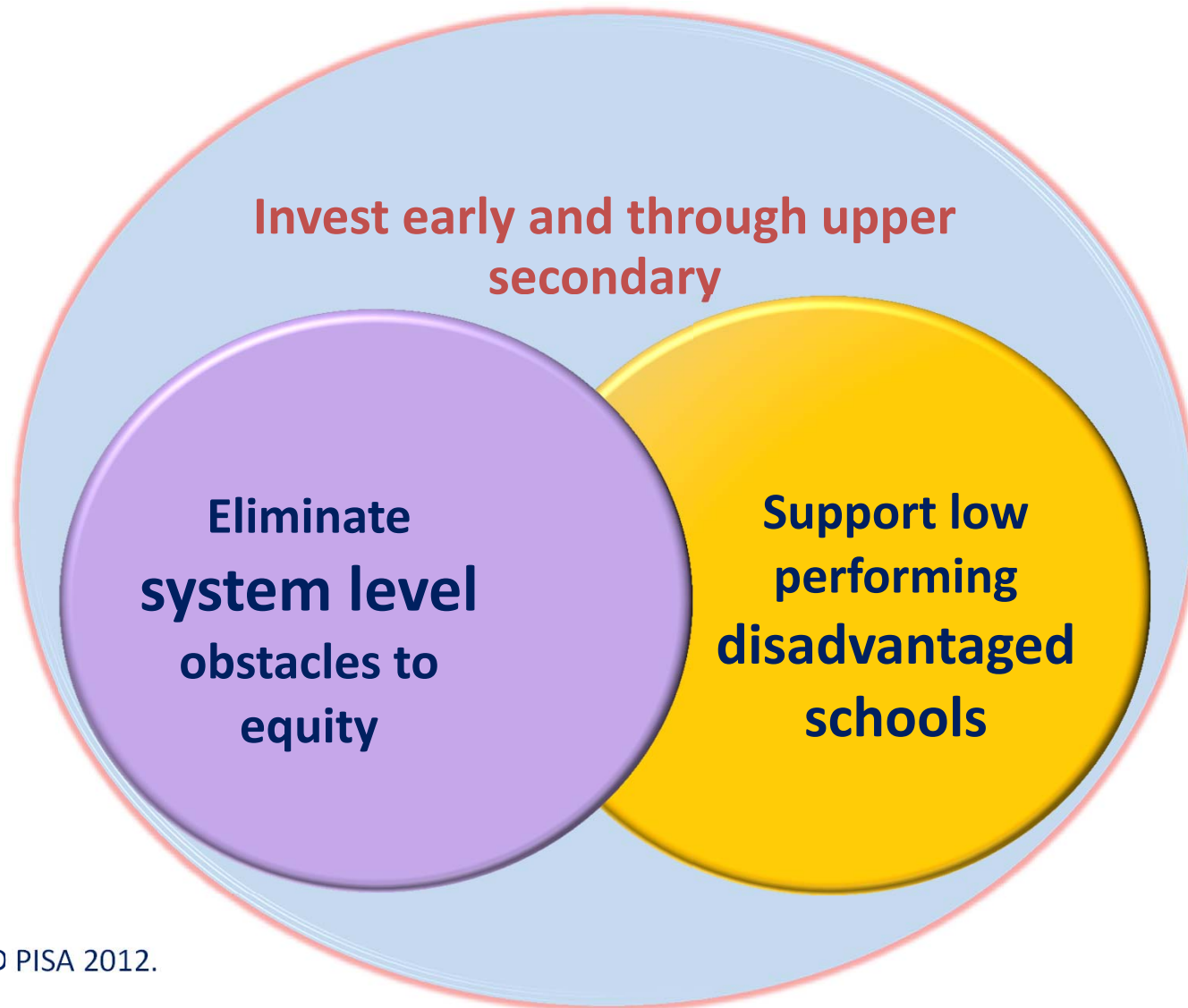
Institutions:
Enhancing quality

Systems:
Governing
effectively

Policies to achieve more equitable education systems

Invest early and through upper secondary

Eliminate **system level** obstacles to equity

Support low performing **disadvantaged** schools

Avoid system level policies that hinder equity

Equivalent upper secondary pathways

Nordic/Alberta

Comprehensive education and postpone tracking

Nordic/Austria/Germany

Manage school choice to avoid inequities
Neths/Chile

ECEC

Australia/Canada/Chile/Mexico/Nordic/France/Spain

More equitable system level policies

Make funding responsive to needs
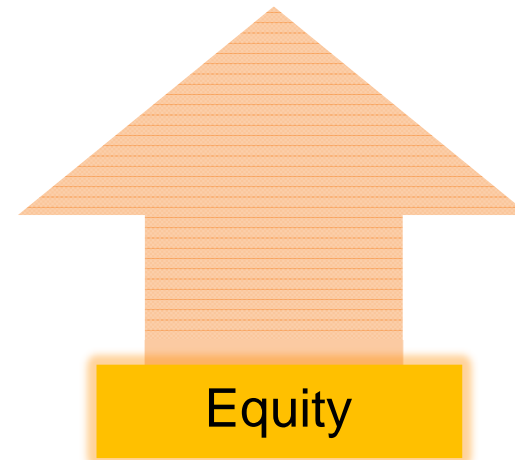Chile/Netherlands/Australia/Ontario
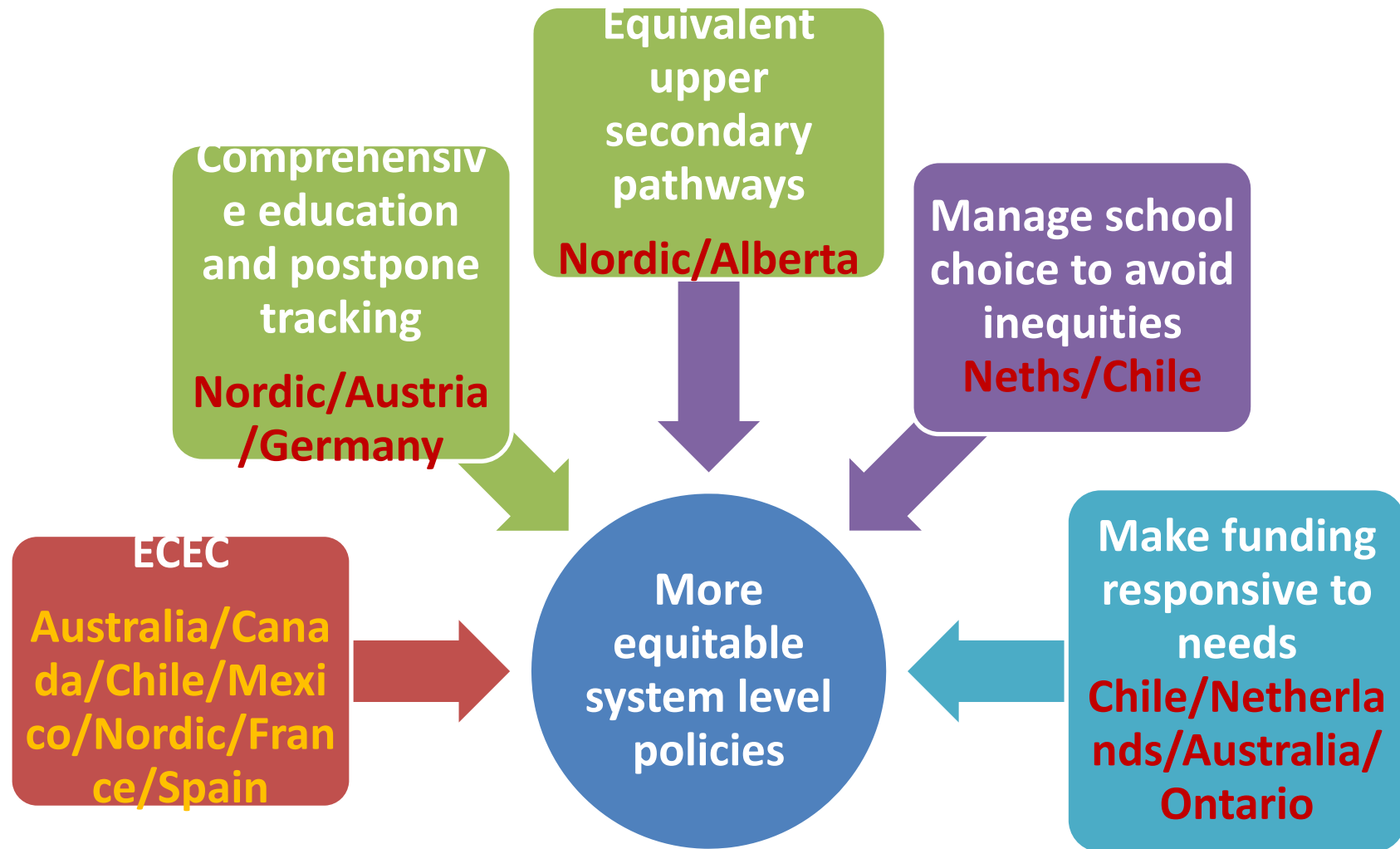
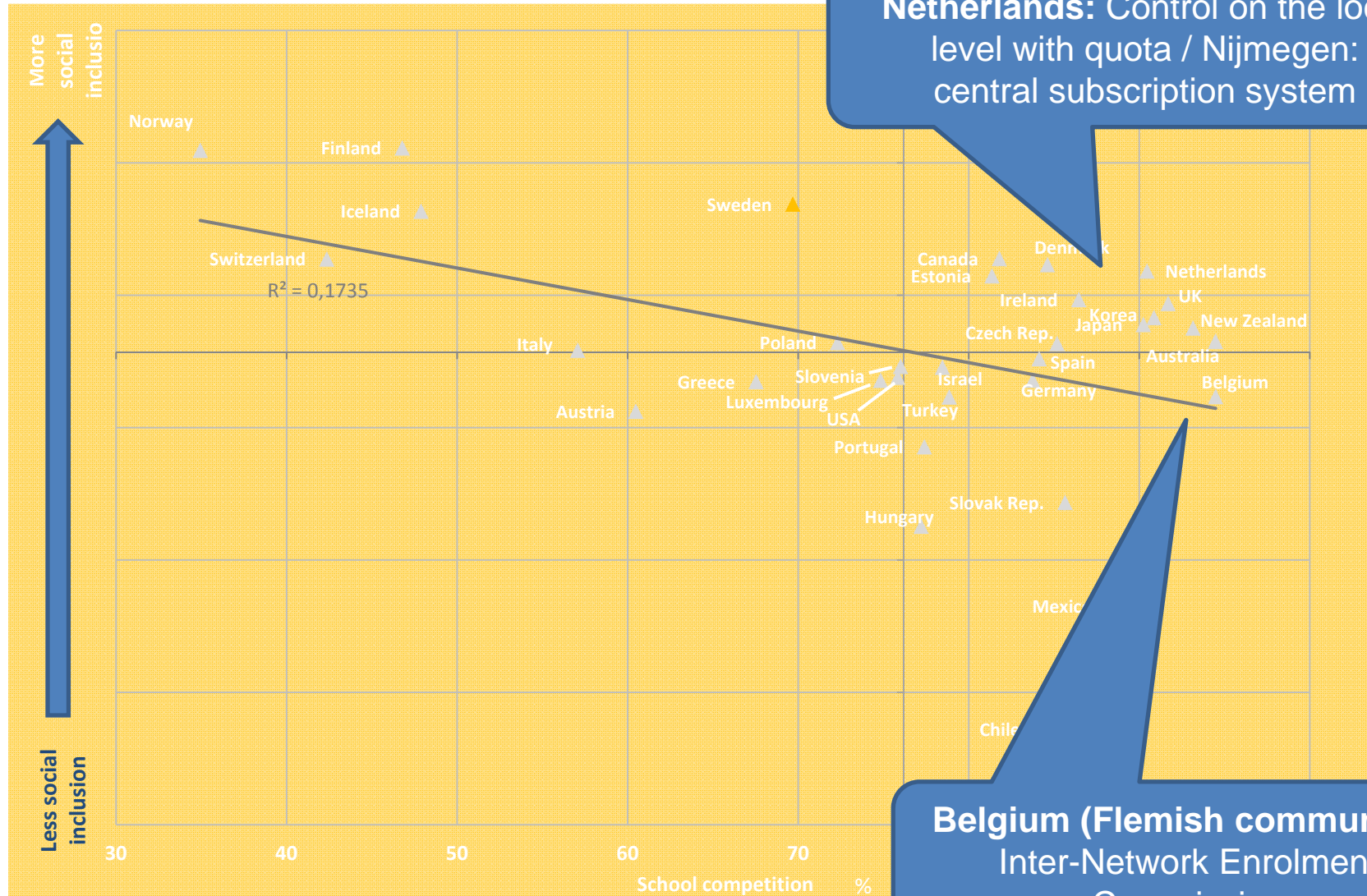Source: OECD PISA 2012.

Manage school choice

Choice
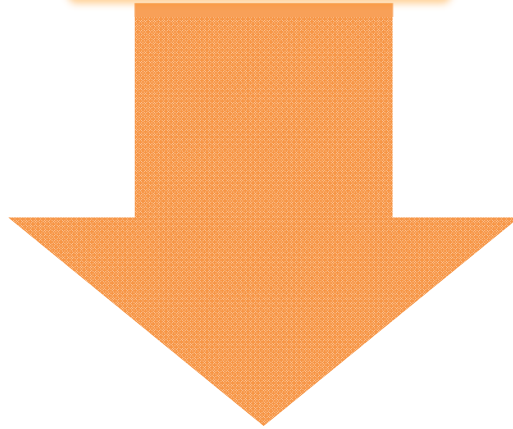
Opt for higher quality schools, and might foster efficiency, spur innovation and raise quality overall.

Choice can result in a greater sorting and **segregation** of students by ability, income and ethnic background.

Equity

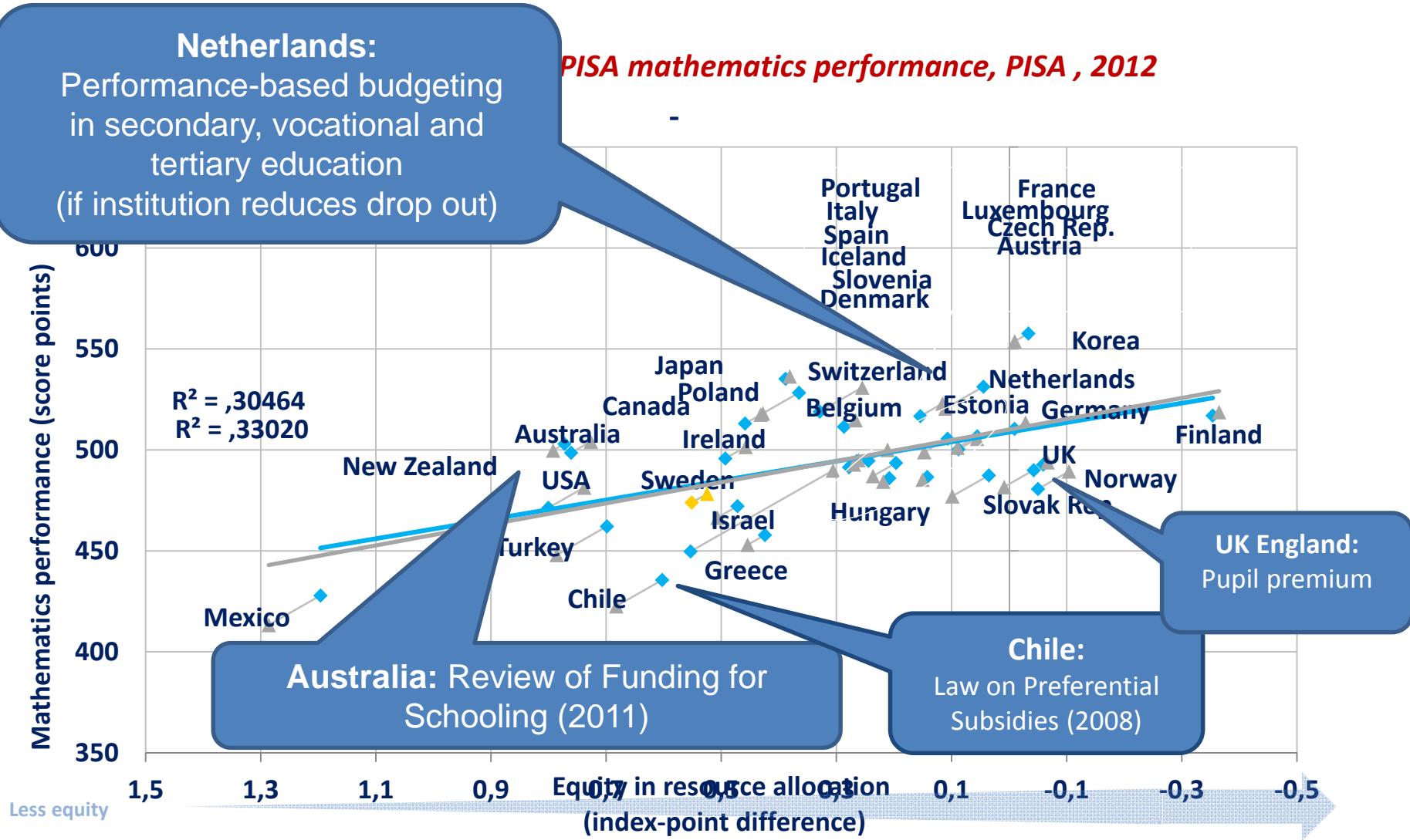# Managing school choice to prevent segregation

Fairness in allocation of resources: better results

PISA mathematics performance, PISA , 2012

Netherlands: Performance-based budgeting in secondary, vocational and tertiary education (if institution reduces drop out)

Australia: Review of Funding for Schooling (2011)

Chile: Law on Preferential Subsidies (2008)

UK England: Pupil premium

Mathematics performance (score points)

R² = ,30464
R² = ,33020

600
550
500
450
400
350

1,5   1,3   1,1   0,9   0,7   0,5   0,3   0,1   -0,1   -0,3   -0,5

Less equity

Equity in resource allocation (index-point difference)

Portugal, Italy, Spain, Iceland, Slovenia, Denmark, France, Luxembourg, Czech Rep., Austria, Korea, Netherlands, Estonia, Germany, Finland, Japan, Poland, Switzerland, Canada, Belgium, Australia, Ireland, New Zealand, USA, Sweden, UK, Norway, Israel, Hungary, Slovak Rep., Turkey, Greece, Chile, Mexico

Source: OECD PISA 2012.

Support low performing disadvantaged schools

School leadership
- Initial school leadership training; attractive working conditions to attract and retain competent leaders
- Restructure schools when needed

School climate
- School plans to prioritise school climate and positive relationships, discipline alone not effective
- Monitoring and data for intervention
- Alternative organisation of distribution of learning time

Quality teaching
- Provide specialised initial teacher education
- Ensure incentives and working conditions, time for planning, working together, mentoring

Classroom strategies
- Support culture of high expectations
- Provide teacher support on how to tailor instruction, assessment and curricular practices to needs of disadvantaged schools and students

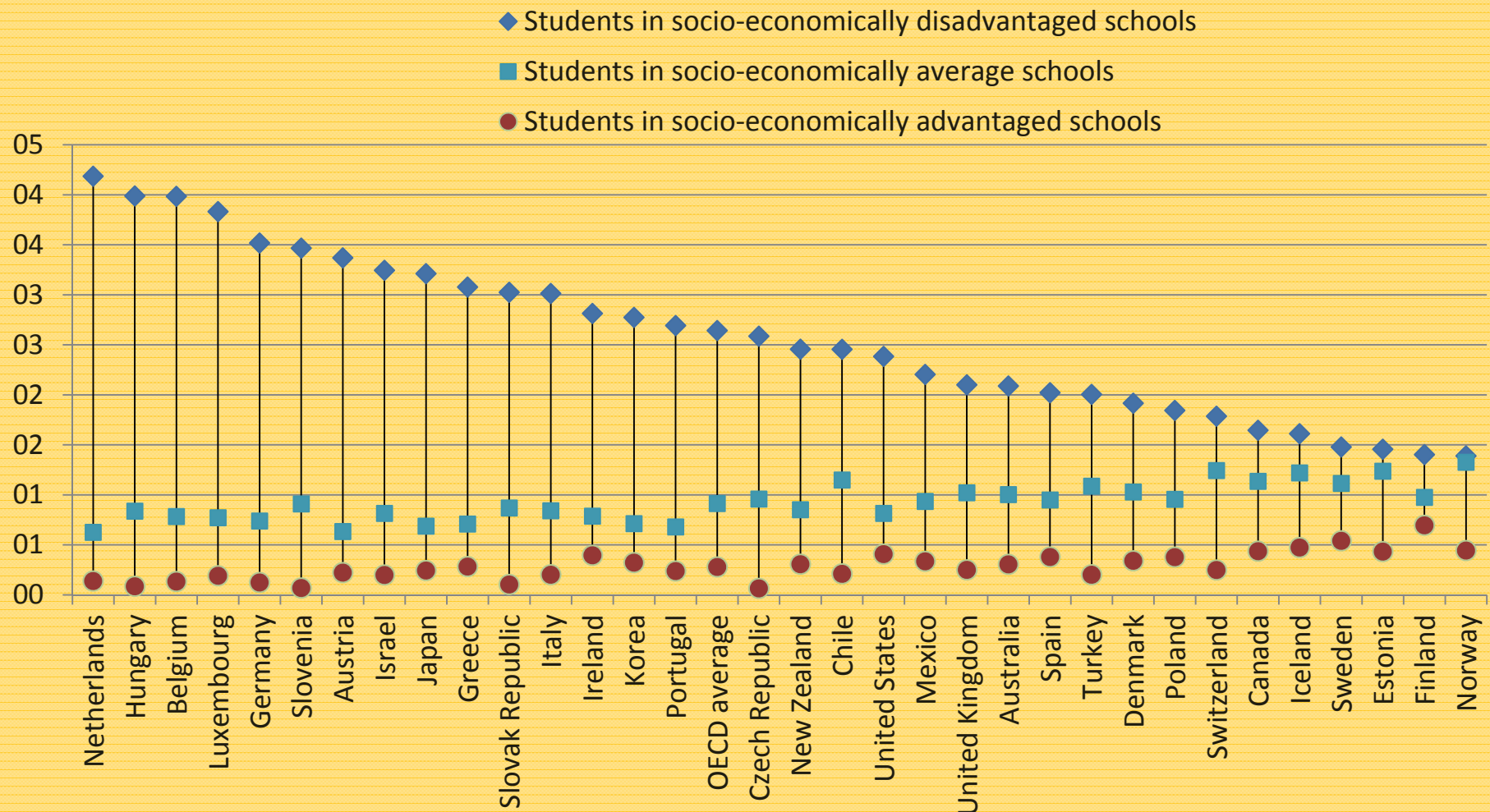**Parental and community engagement**
- Need to prioritise with select communication strategies
- Provide guidelines to parents on their role
- Foster closer links with communities and mentors

Disadvantaged students and schools face concrete challenges
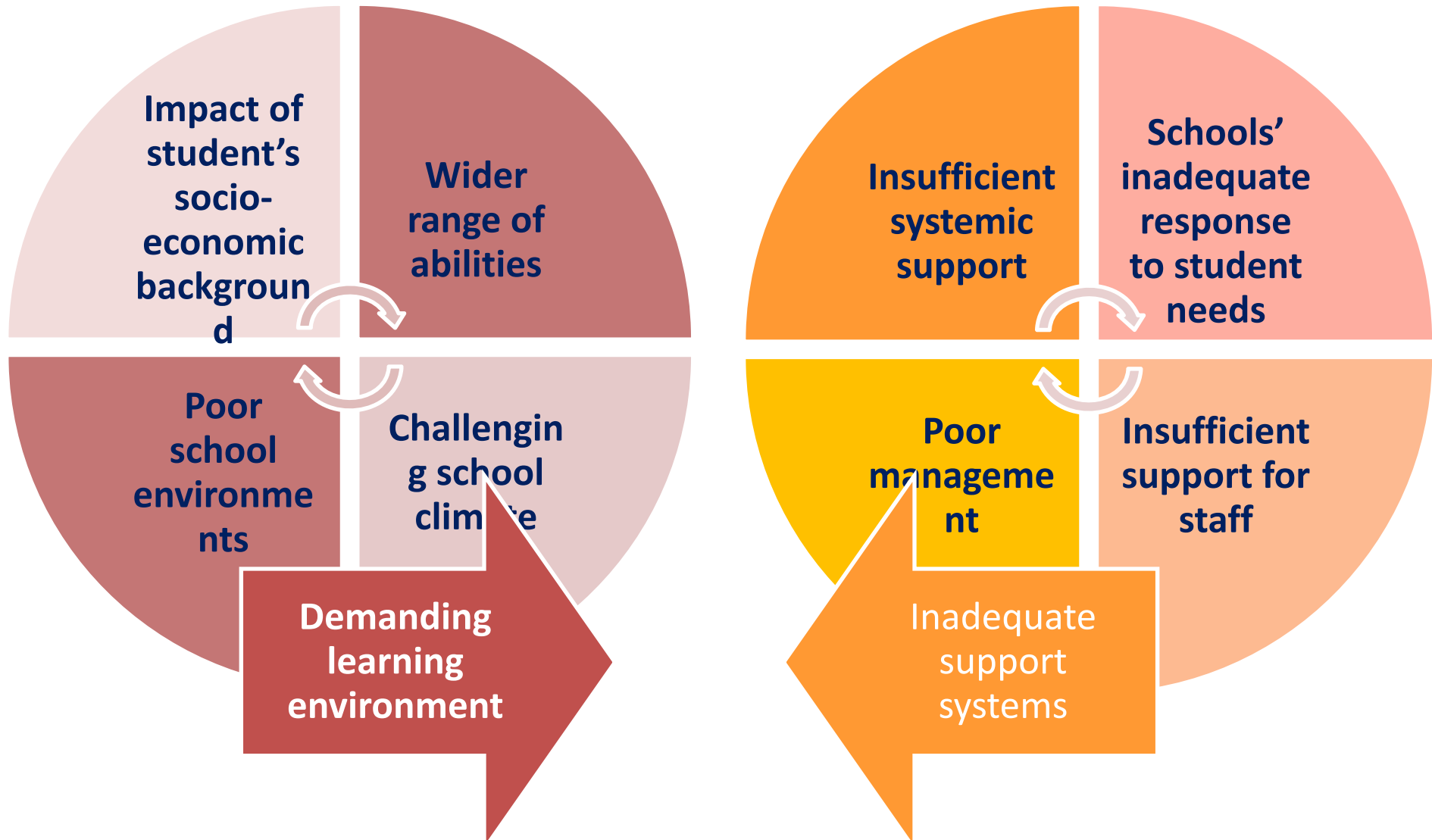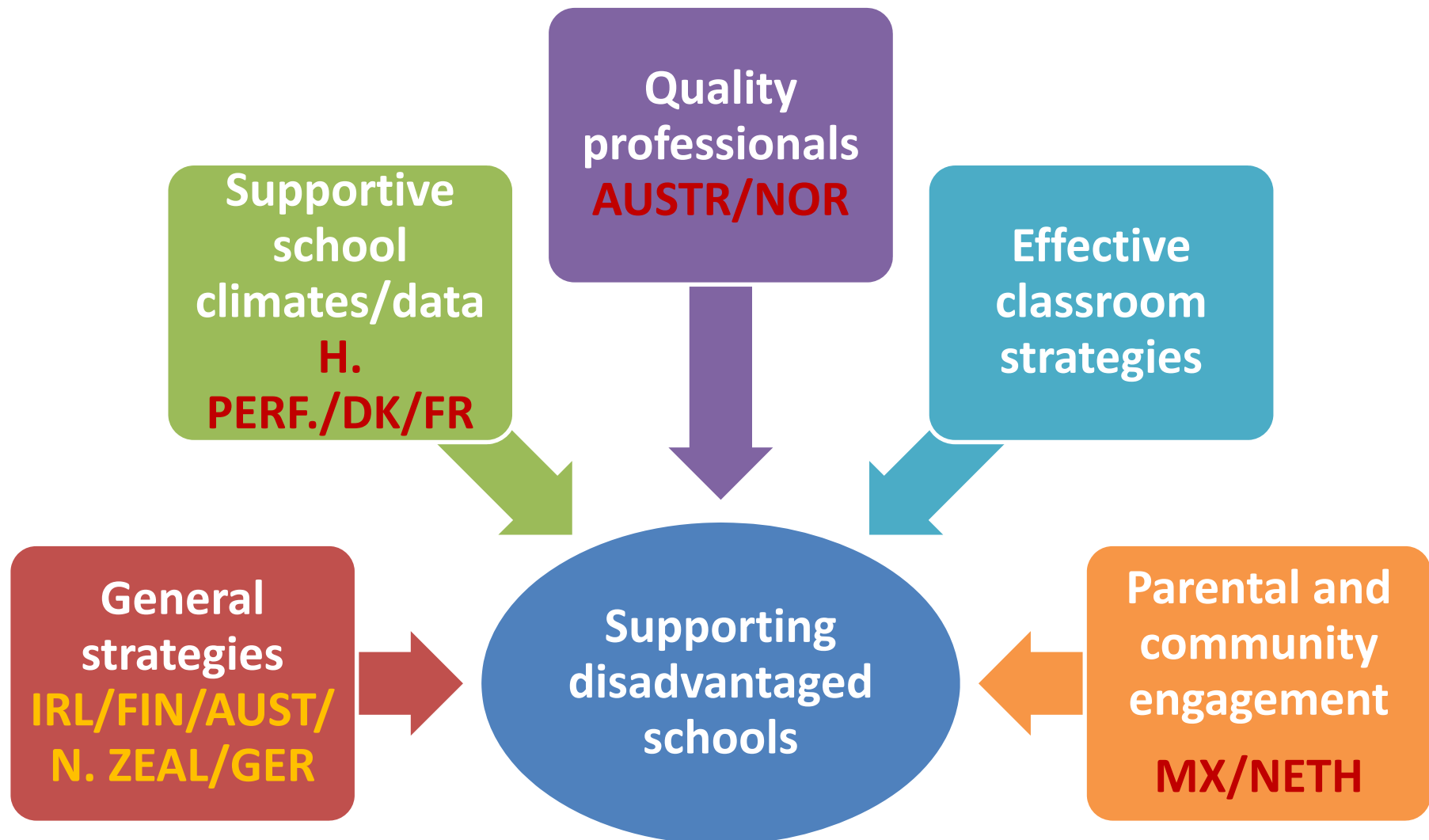
Students may have different opportunities depending on schools they attend

Relative risk of scoring in the bottom quarter of the performance distribution, PISA 2012

- ◆ Students in socio-economically disadvantaged schools
- ■ Students in socio-economically average schools
- ● Students in socio-economically advantaged schools

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Support disadvantaged students and schools

Quality professionals AUSTR/NOR

Supportive school climates/data H. PERF./DK/FR

Effective classroom strategies

General strategies IRL/FIN/AUST/ N. ZEAL/GER

Supporting disadvantaged schools

Parental and community engagement MX/NETH

General strategies to support school improvement
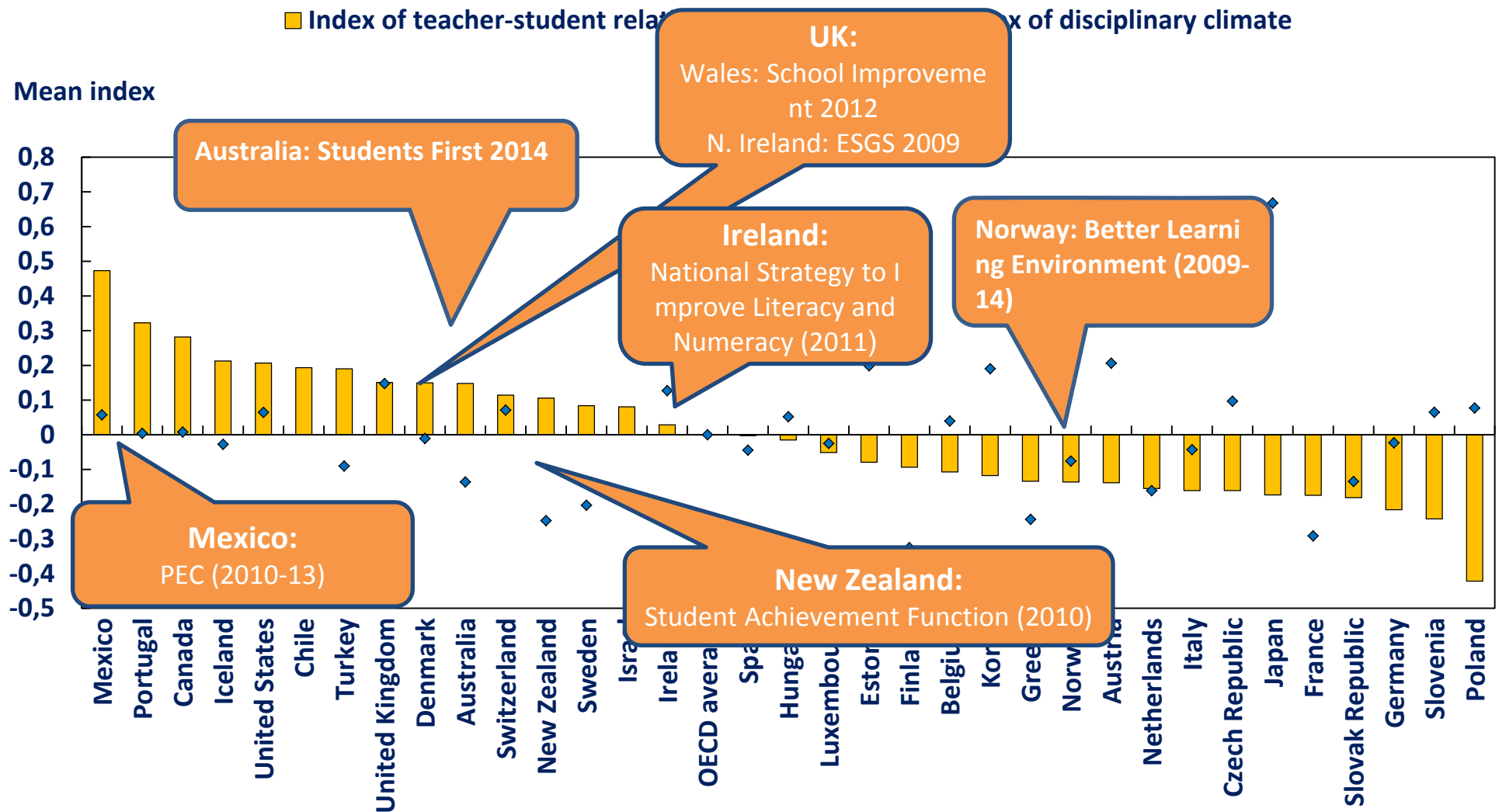
Source: OECD PISA 2012.

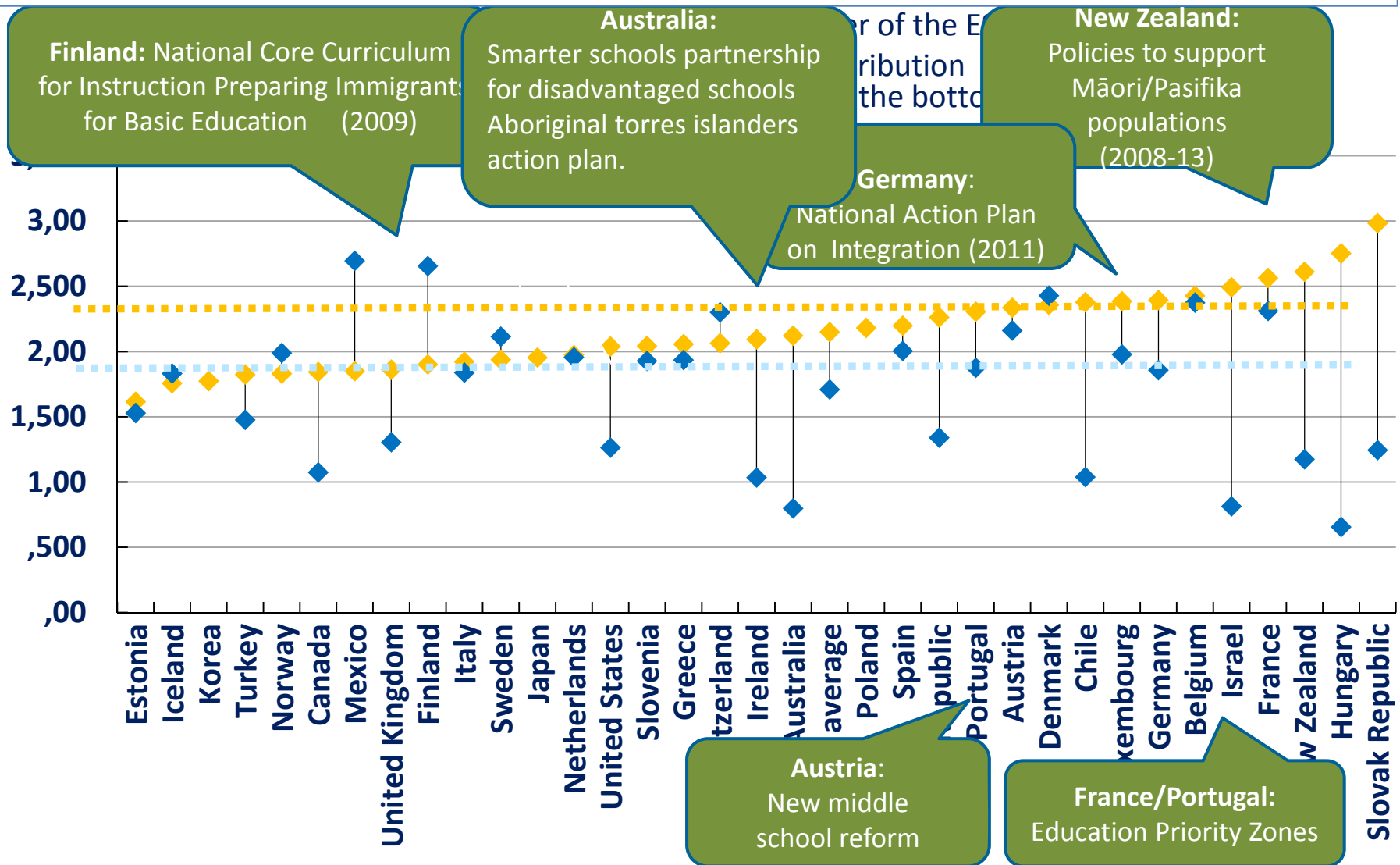# Strategies to support disadvantaged schools and students

Finland: National Core Curriculum for Instruction Preparing Immigrants for Basic Education (2009)

Australia: Smarter schools partnership for disadvantaged schools Aboriginal torres islanders action plan.

r of the E ribution the botto

New Zealand: Policies to support Māori/Pasifika populations (2008-13)

Germany: National Action Plan on Integration (2011)

Austria: New middle school reform

France/Portugal: Education Priority Zones

Y-axis values: 3,00 2,500 2,00 1,500 1,00 ,500 ,00

X-axis labels: Estonia, Iceland, Korea, Turkey, Norway, Canada, Mexico, United Kingdom, Finland, Italy, Sweden, Japan, Netherlands, United States, Slovenia, Greece, tzerland, Ireland, Australia, average, Poland, Spain, public, Portugal, Austria, Denmark, Chile, xembourg, Germany, Belgium, Israel, France, w Zealand, Hungary, Slovak Republic

Source: OECD PISA 2012.

Reforms to support the teaching profession

% lower secondary teachers who "agree" or "strongly agree" that teaching profession is a valued profession in society, TALIS 2014

Korea: Evaluation system (2010)

Finland: OSAAVA programme (2010-16)

Netherlands: Teachers' Programme 2013-20 (2013)

Australia: Institute for Teaching and School Leadership (2010)

France: Reform of teacher training programmes (2013)

Mexico: Teacher Professional Service (2013)
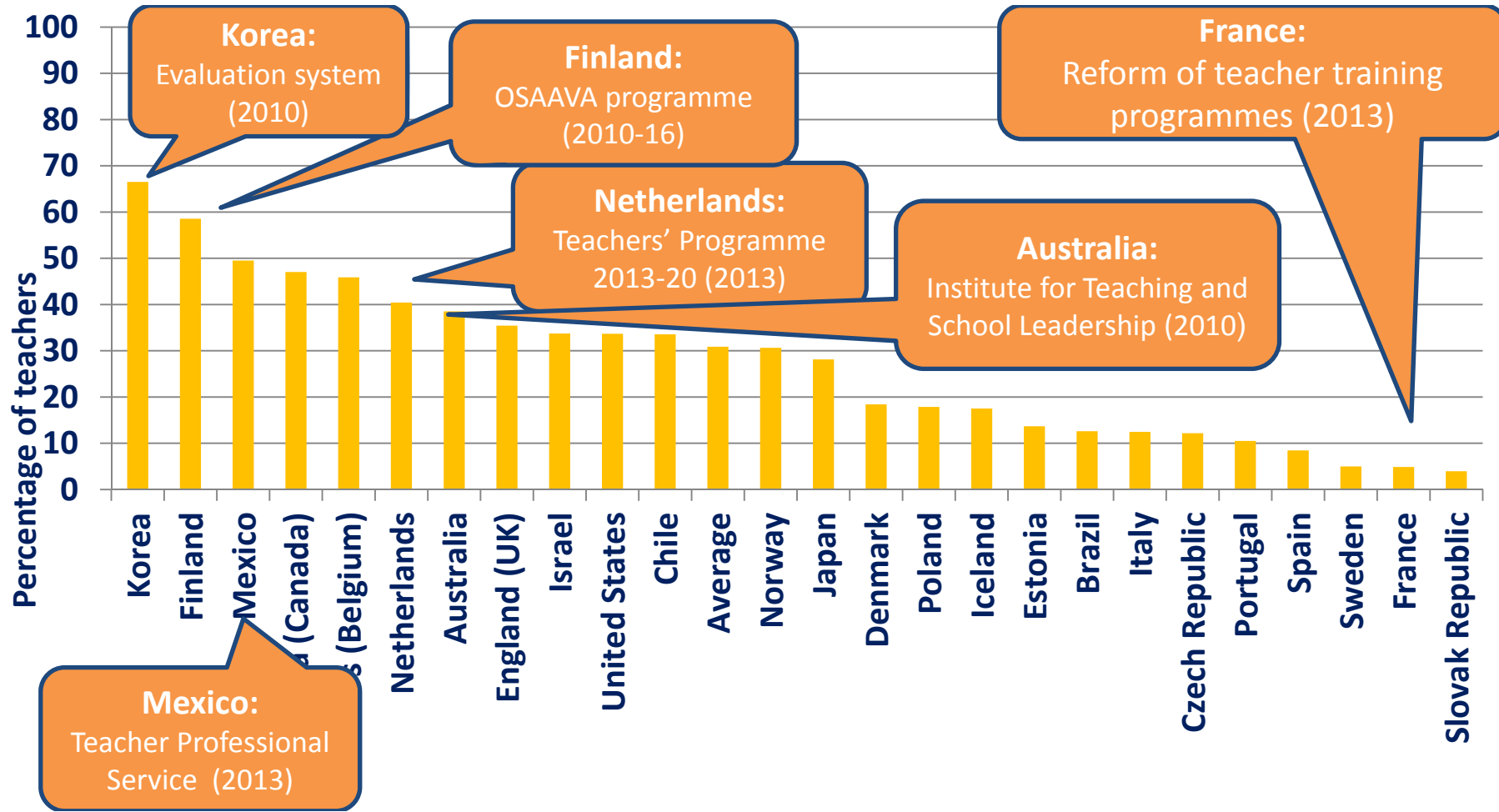
Source: OECD (2014), TALIS.

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Policies to achieve more equitable education systems and reduce dropout

No single model for success in the implementation of education reforms

Reforms are specific to country's education system context.

Some factors for effective implementation:

- ✓ Placing the student and learning at the centre;
- ✓ Invest in capacity-building;
- ✓ Leadership and coherence;
- ✓ Stakeholder engagement;
- ✓ Clear and actionable plans.

Main sources for further information
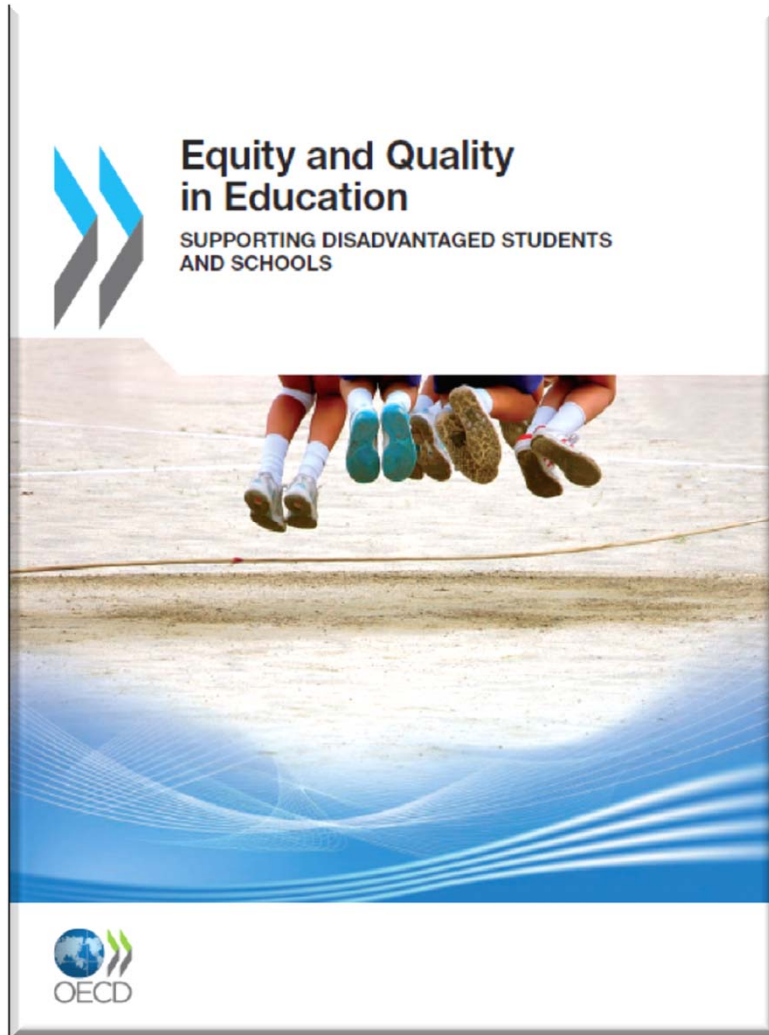
www.oecd.org/edu/equity

Education Policy Outlook
www.oecd.org/edu/policyoutlook.htm

For further information
Beatriz Pont, beatrizpont02@gmail.com