



# EQUITY AND QUALITY IN EDUCATION: SUPPORTING DISADVANTAGED STUDENTS AND SCHOOLS

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**ICP Council Meeting**  
Poitiers, July 2014



## 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 growing social inequalities reinforce the urgency to improve equity in education



## A broad perspective of equity and school failure

### Systemic

When an education system fails to provide fair and inclusive education services leading to enriching student learning.



### School

School incapacity to provide fair and inclusive education and an adequate learning environment so that students achieve the outcomes worthy of their effort.



### Individual

Failure of a student to obtain a minimum level of knowledge and skills, which at the extreme implies dropping out of school.

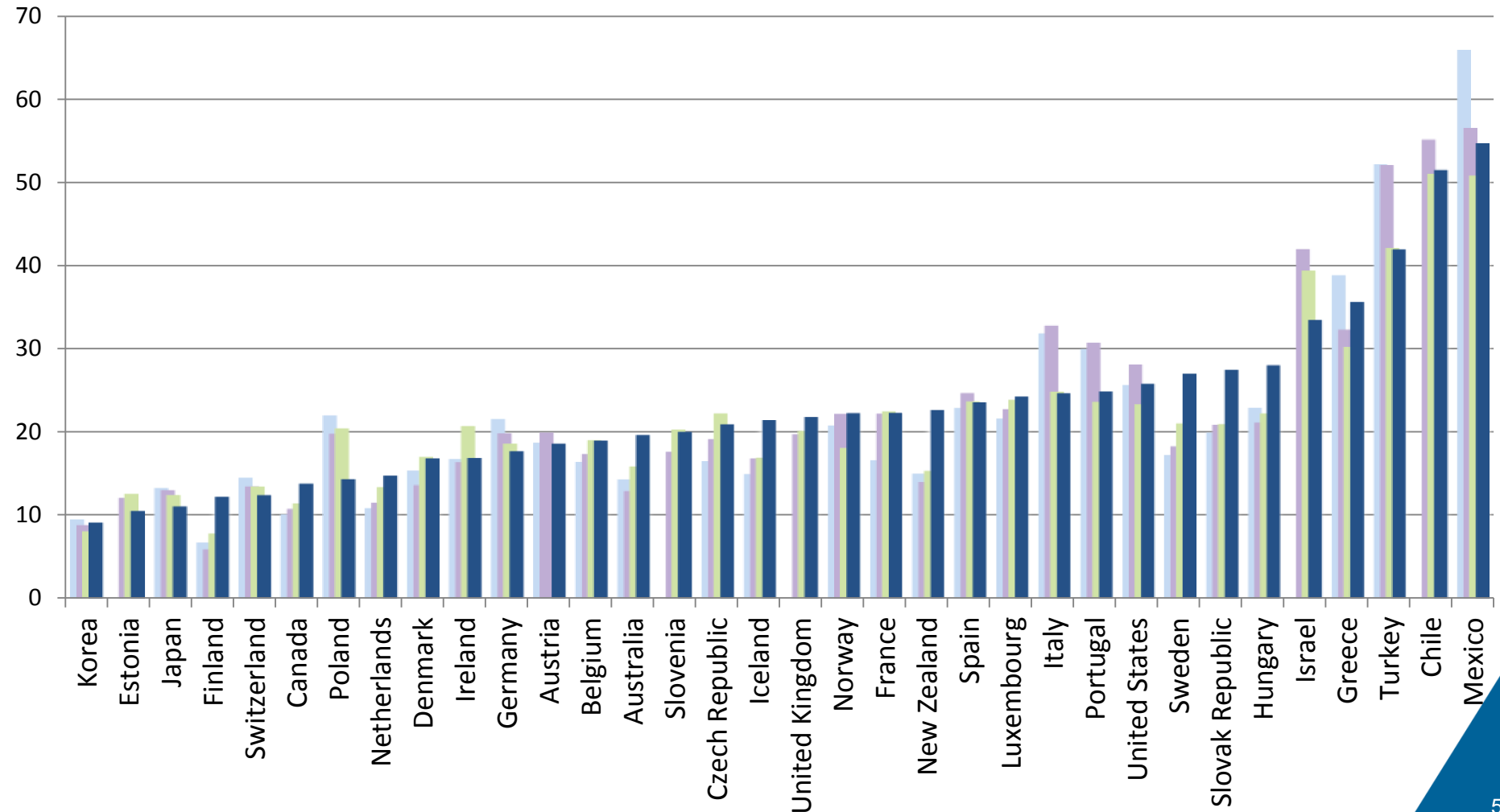




# The challenge: that all students reach a minimum

*Proportion of 15 year olds that do not reach a minimum level of reading skills (PISA Level 2)*

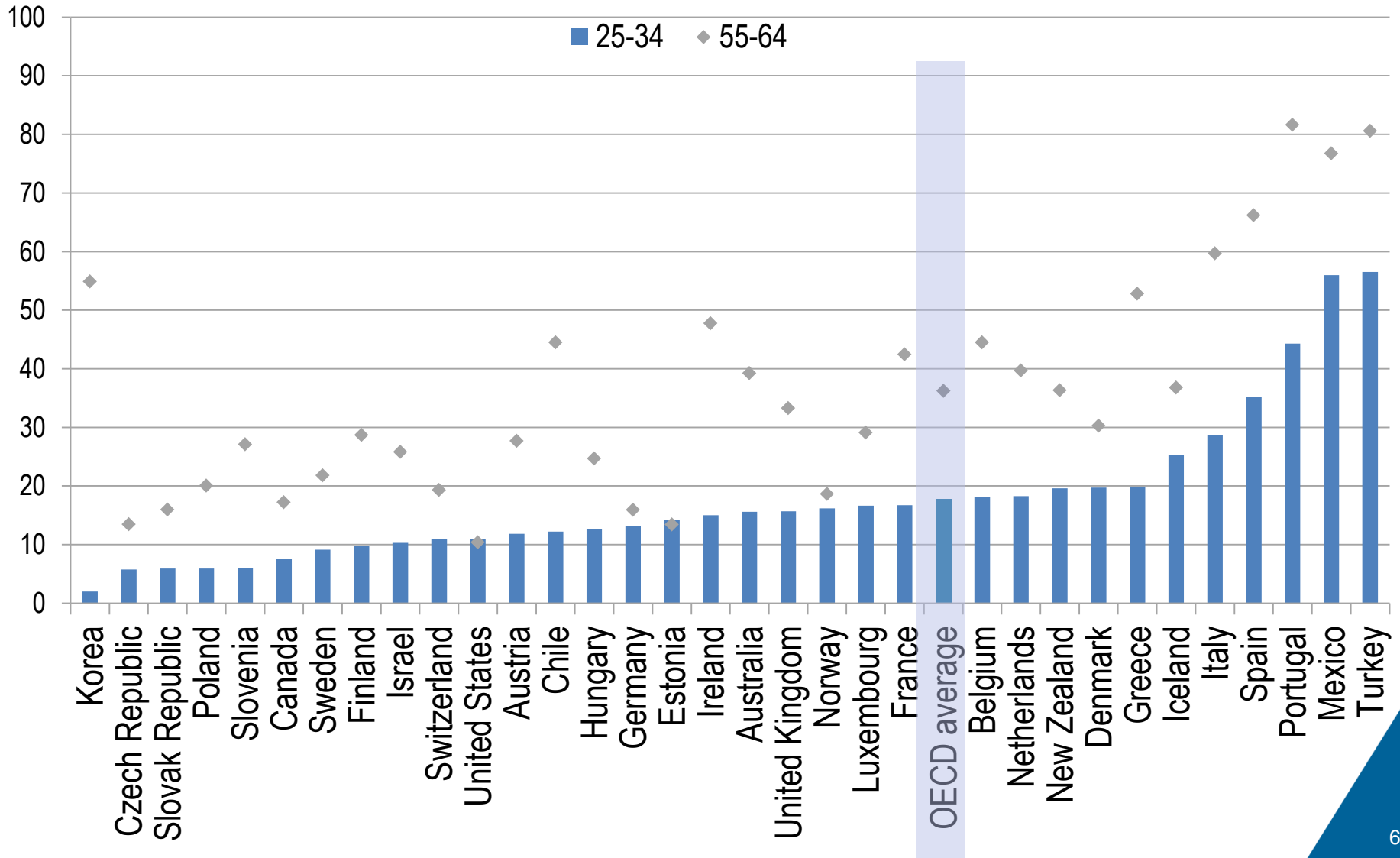
2003 2006 2009 2012





# The challenge: to reduce dropout rates

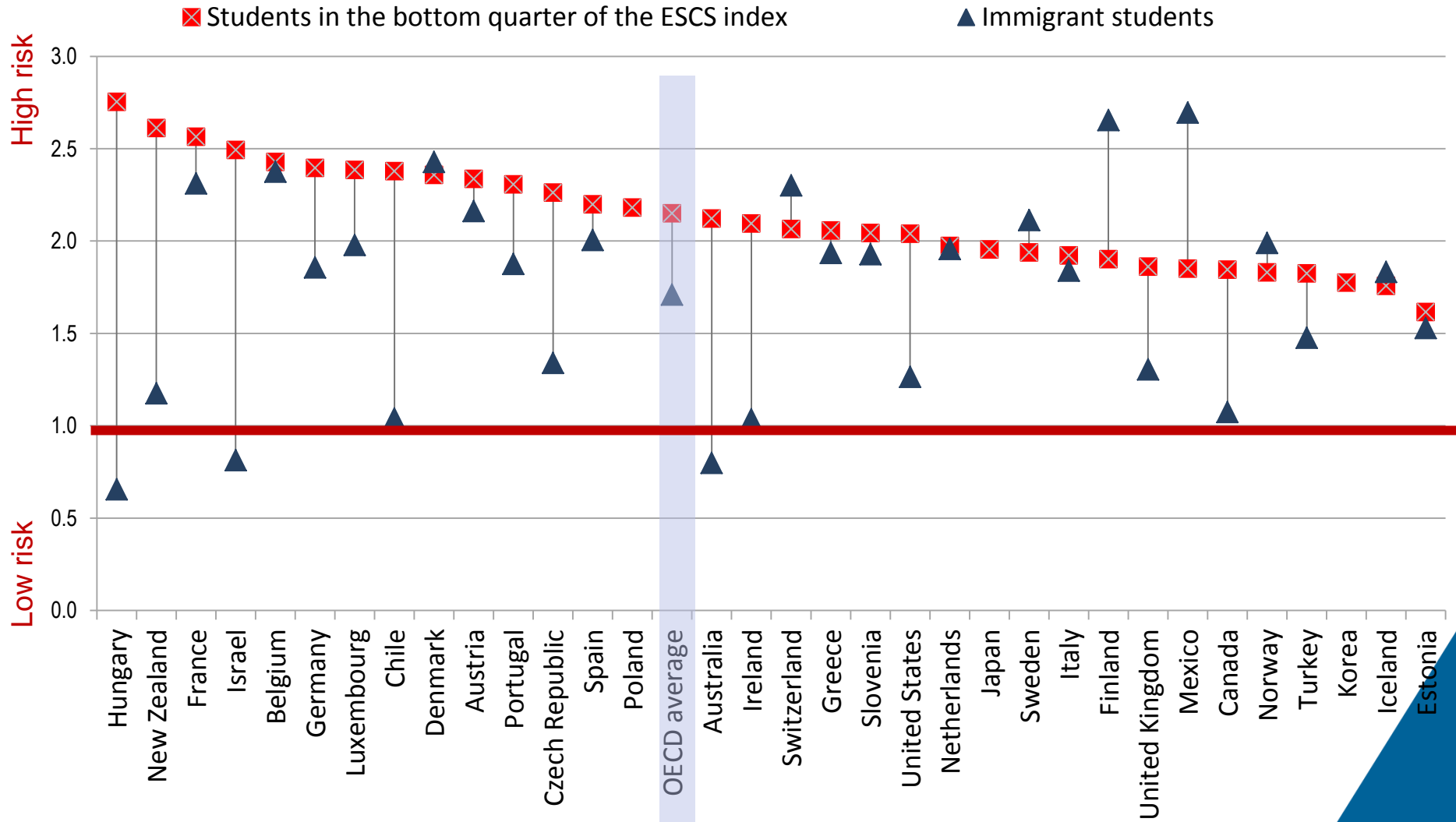
*Percentage of individuals who have not completed upper secondary education by age group (2011)*





# The challenge: reduce impact of students' background

Relative risk of scoring below in bottom quarter depending on personal circumstances, PISA 2012





## **Policies to achieve more equitable education systems and reduce dropout**

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**Eliminate  
system level  
obstacles to  
equity**

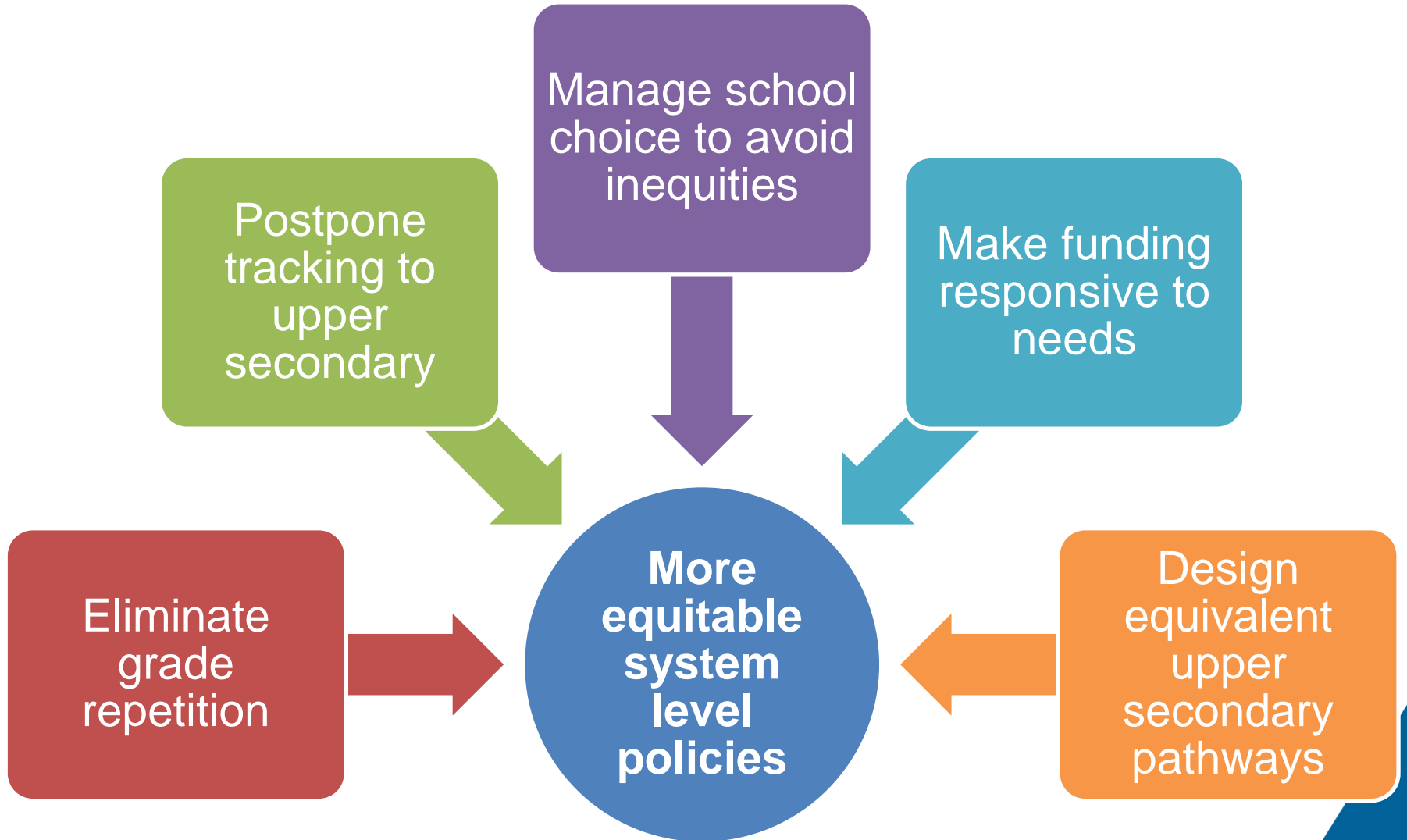
**Support low  
performing  
disadvantaged  
schools**

**Invest early and through upper secondary education**





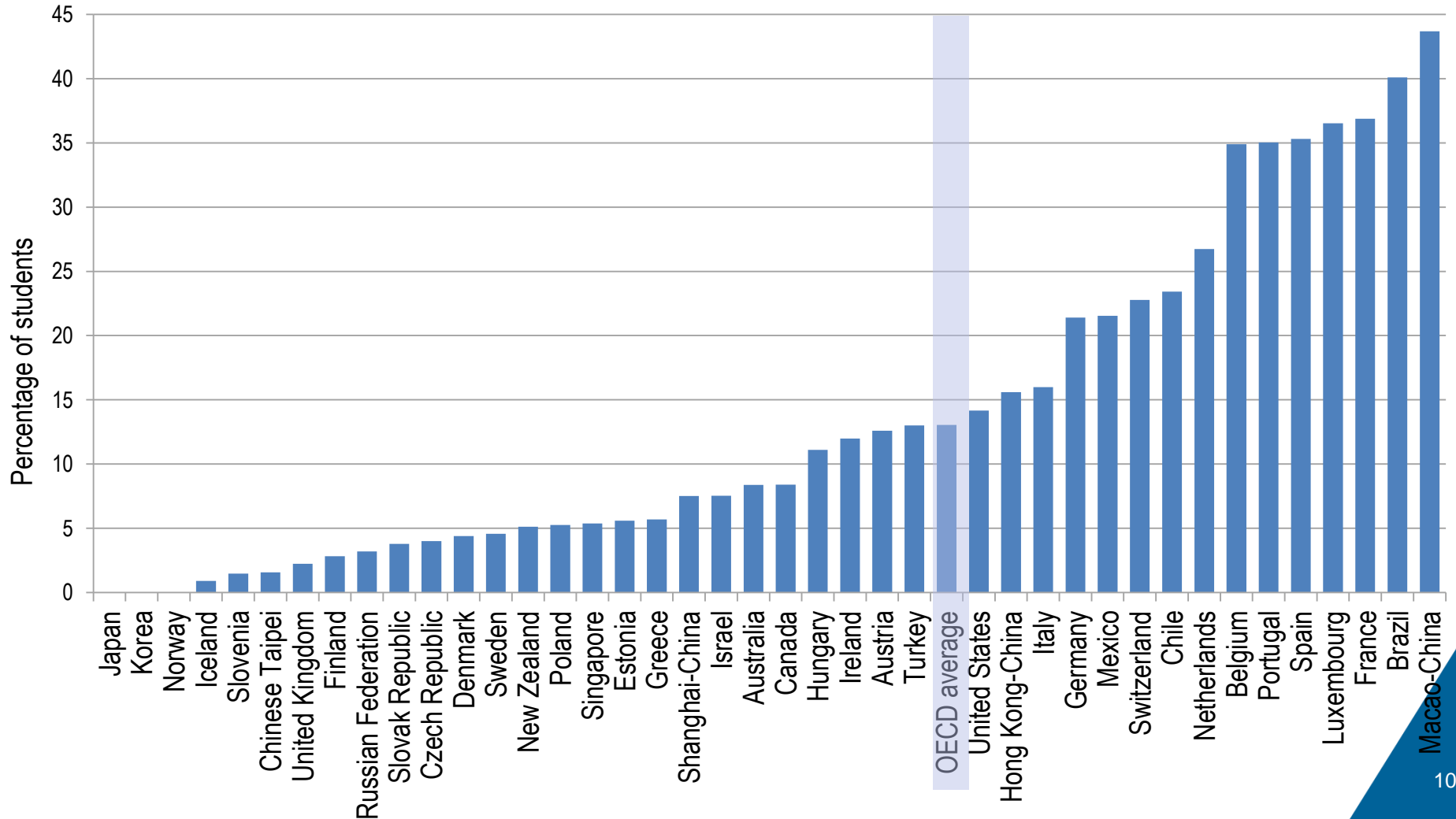
## Avoid system level policies that hinder equity





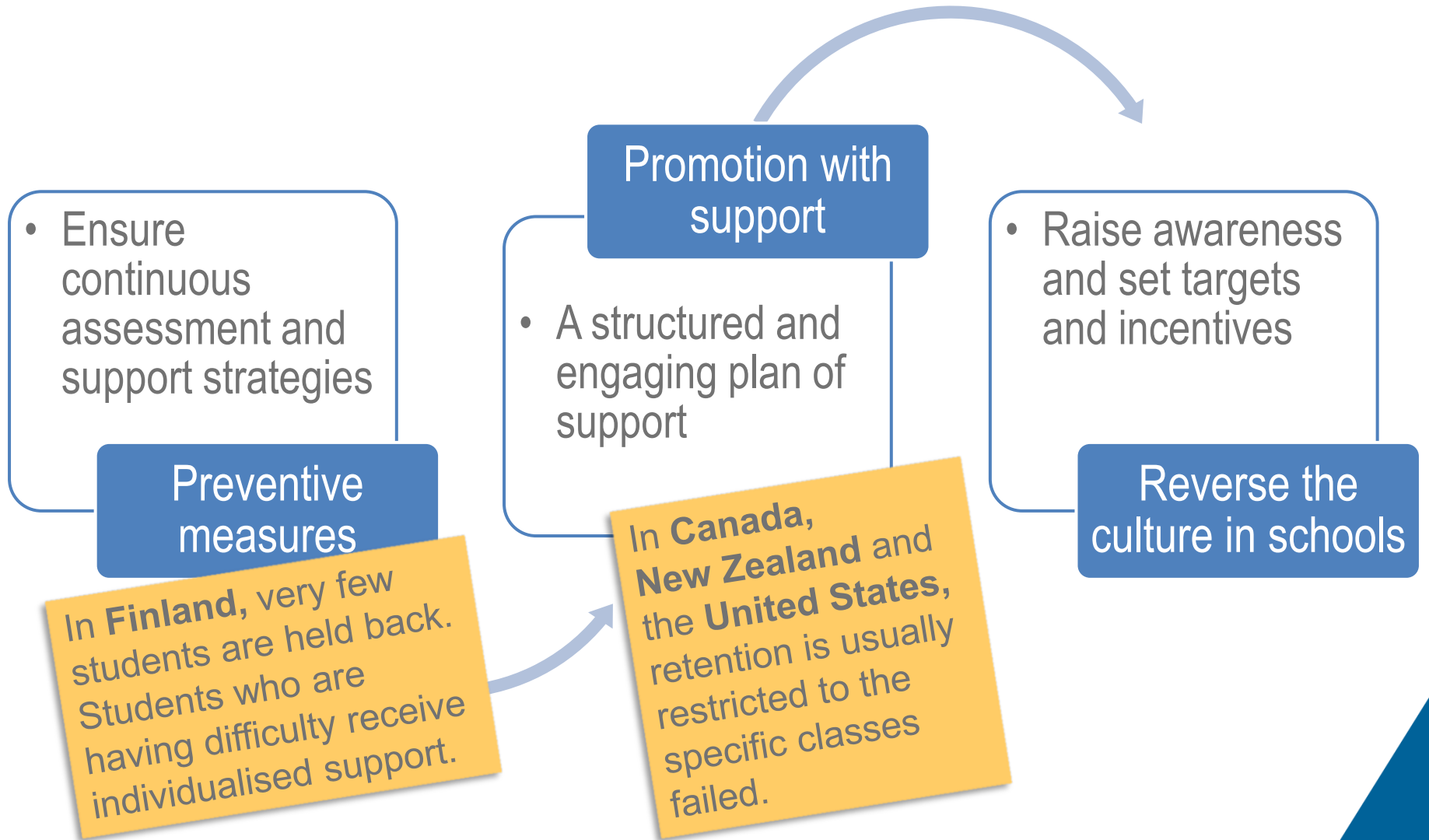
# Grade repetition has slight benefits and entails high costs

■ 15-year-old students who have repeated at least one year



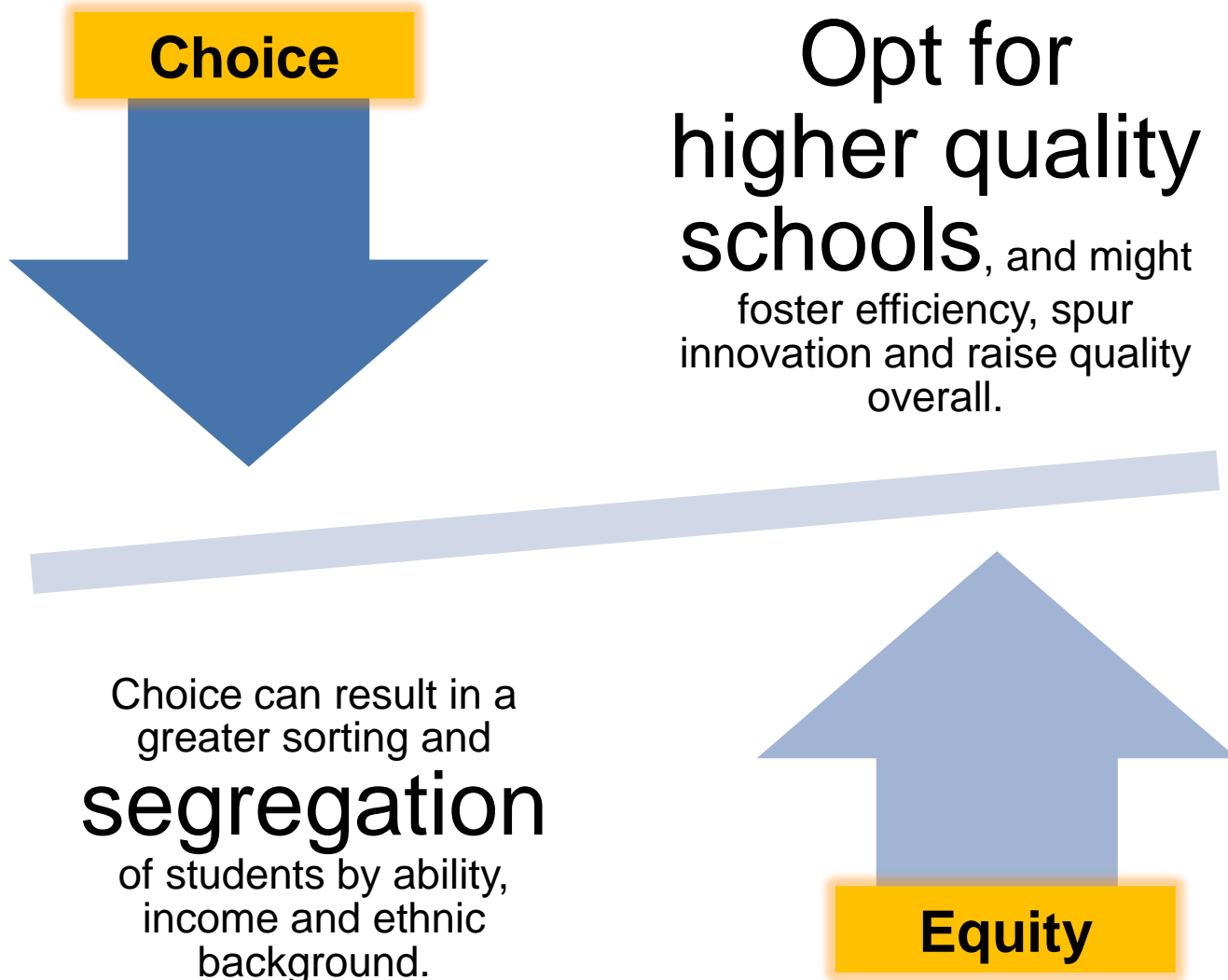


# Policy options to eliminate grade repetition





# Balance parental choice and equity





## Match resources with equity needs

Provide sufficient resources to improve the **quality of early childhood education and care and promote access**, in particular for disadvantaged families

In the US, only 45% of 3-to-5-year-olds from low-income families are enrolled in pre-school programmes, compared to almost 75% from high-income families

Take into consideration that the instructional costs of disadvantaged students may be higher

Chile and the Netherlands use formula funding with higher weights for disadvantaged students



## Upper secondary pathways: prevent dropout and improve VET

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Academic and vocational tracks should be  
**equivalent**  
to ensure transferability and avoid dead ends

VET should provide high level  
**generic skills** in addition to professional ones

Guidance and counselling services need to engage more fully with the  
**world of work**

+ strategies for those at risk of dropping out



## **Policies to achieve more equitable education systems and reduce dropout**

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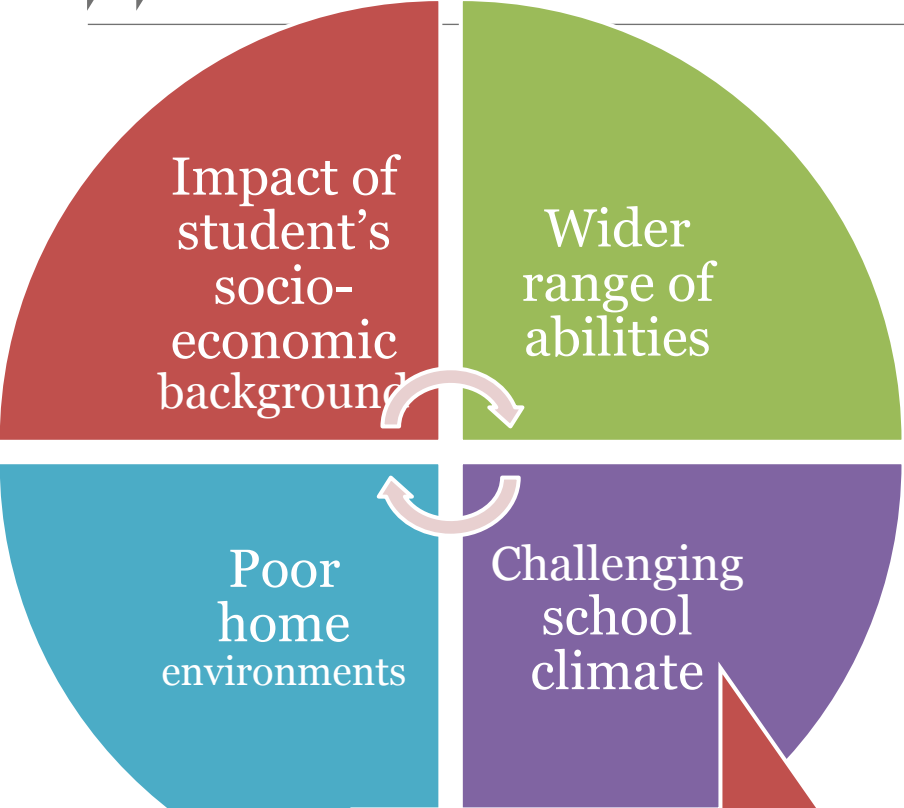
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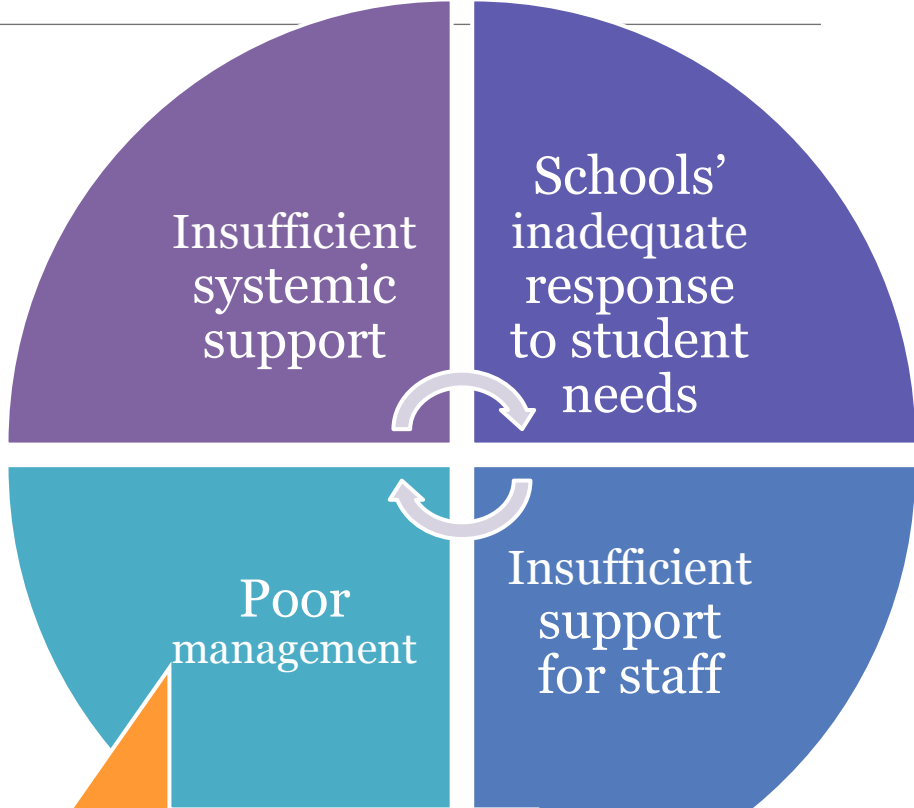
**Invest early and through upper secondary**



# Disadvantaged schools are confronted to multiple challenges



**Demanding learning environment**

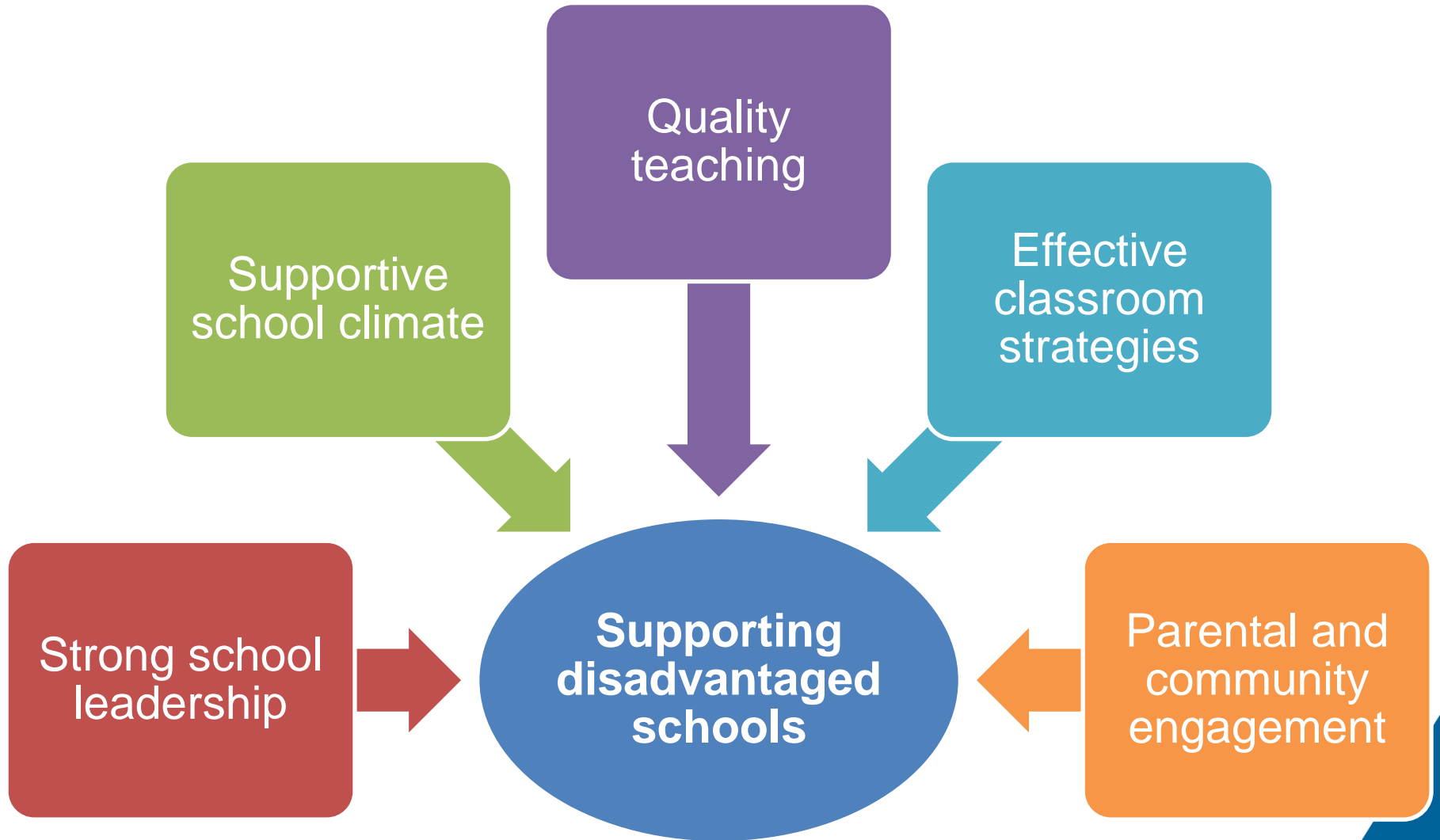


**Inadequate support systems**



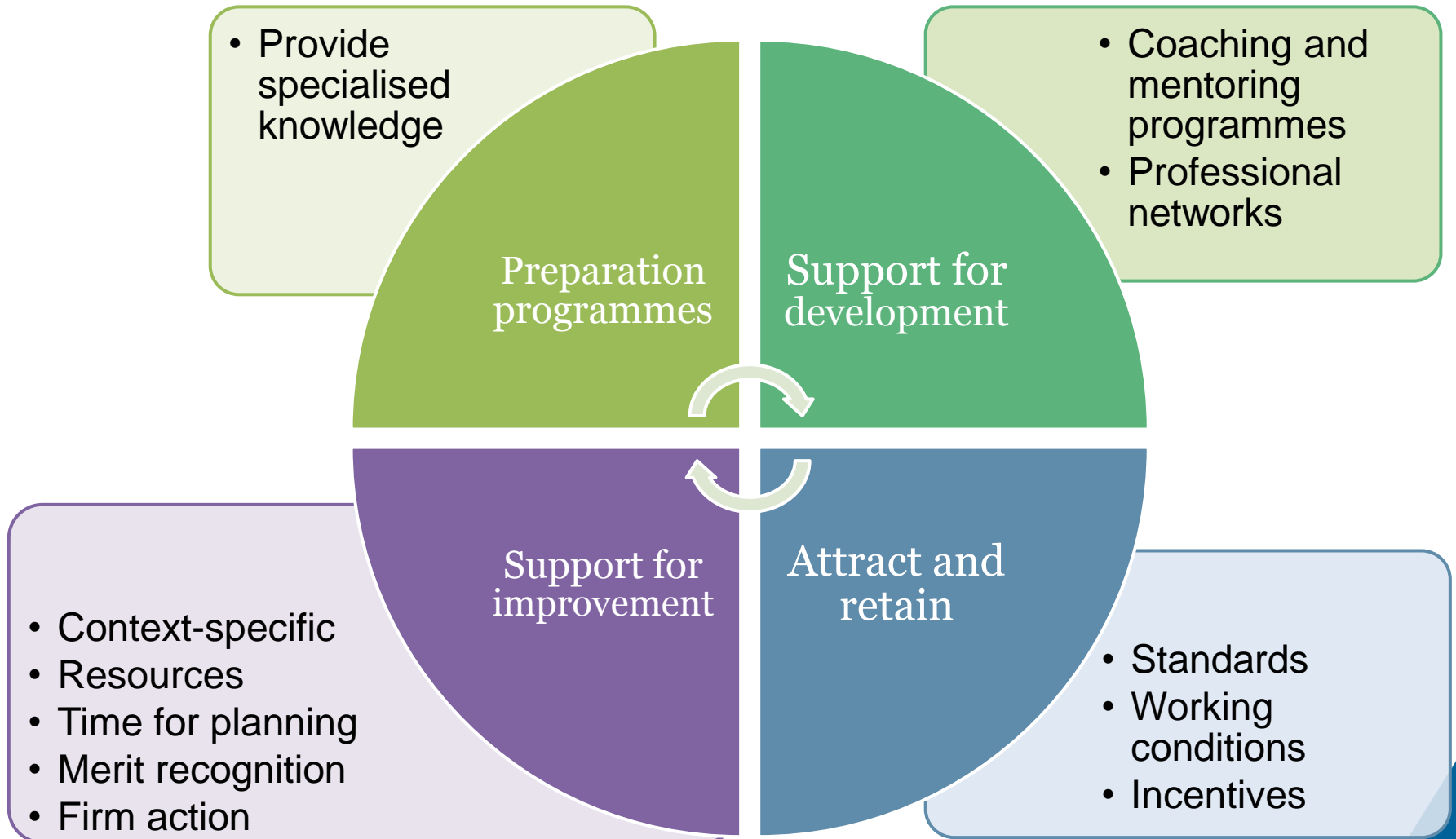


# Support low performing disadvantaged schools





# (1) Strengthening school leadership



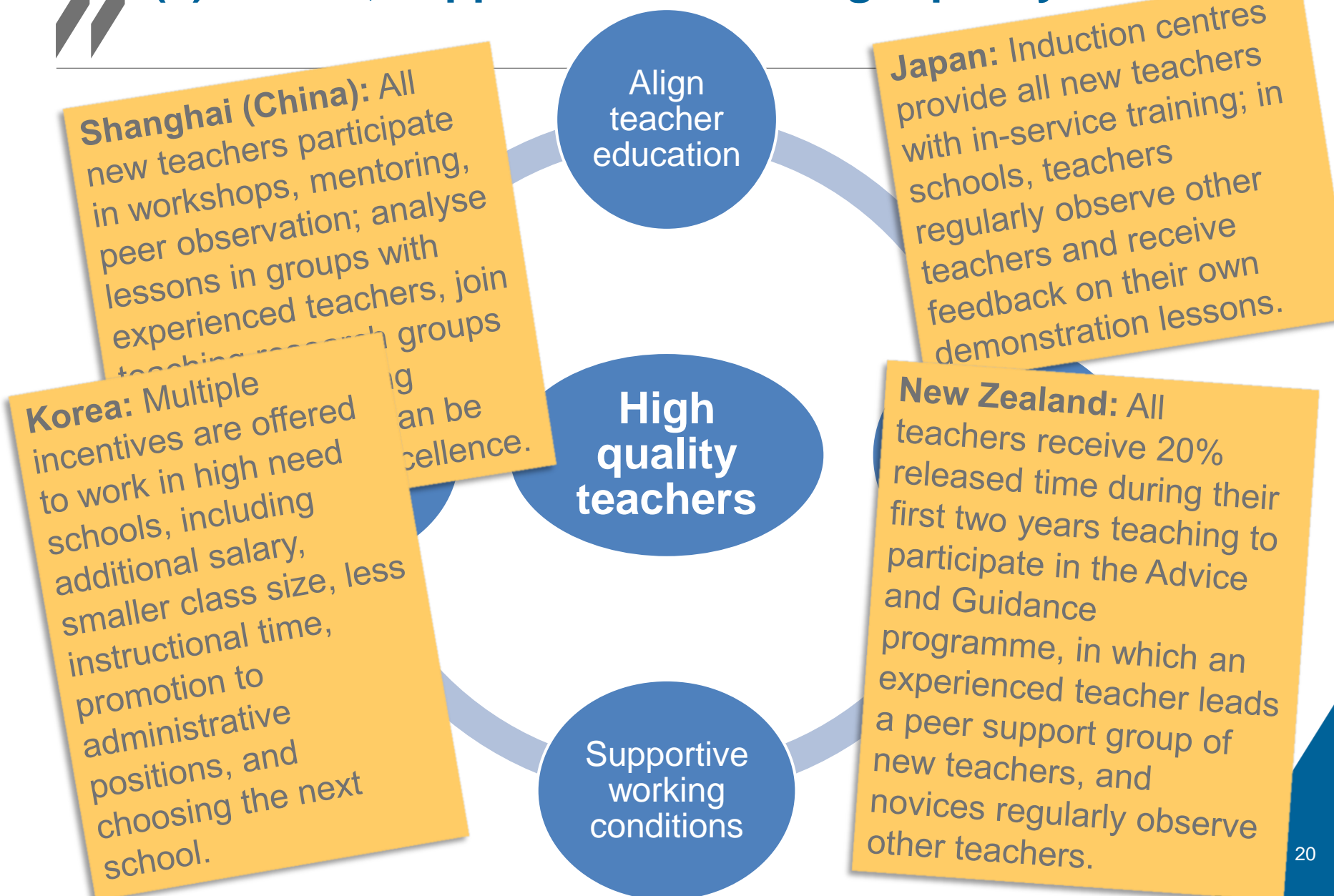


## (2) Foster a positive school climate



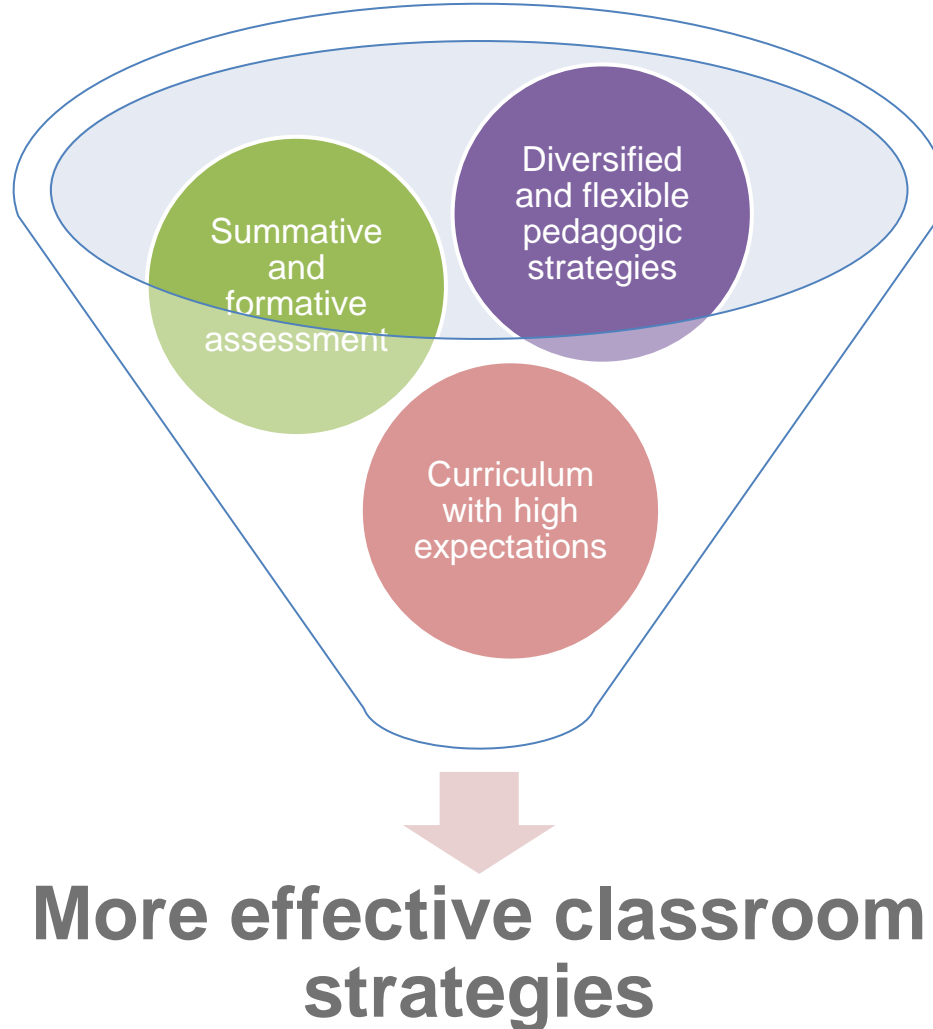


### (3) Attract, support and retain high quality teachers





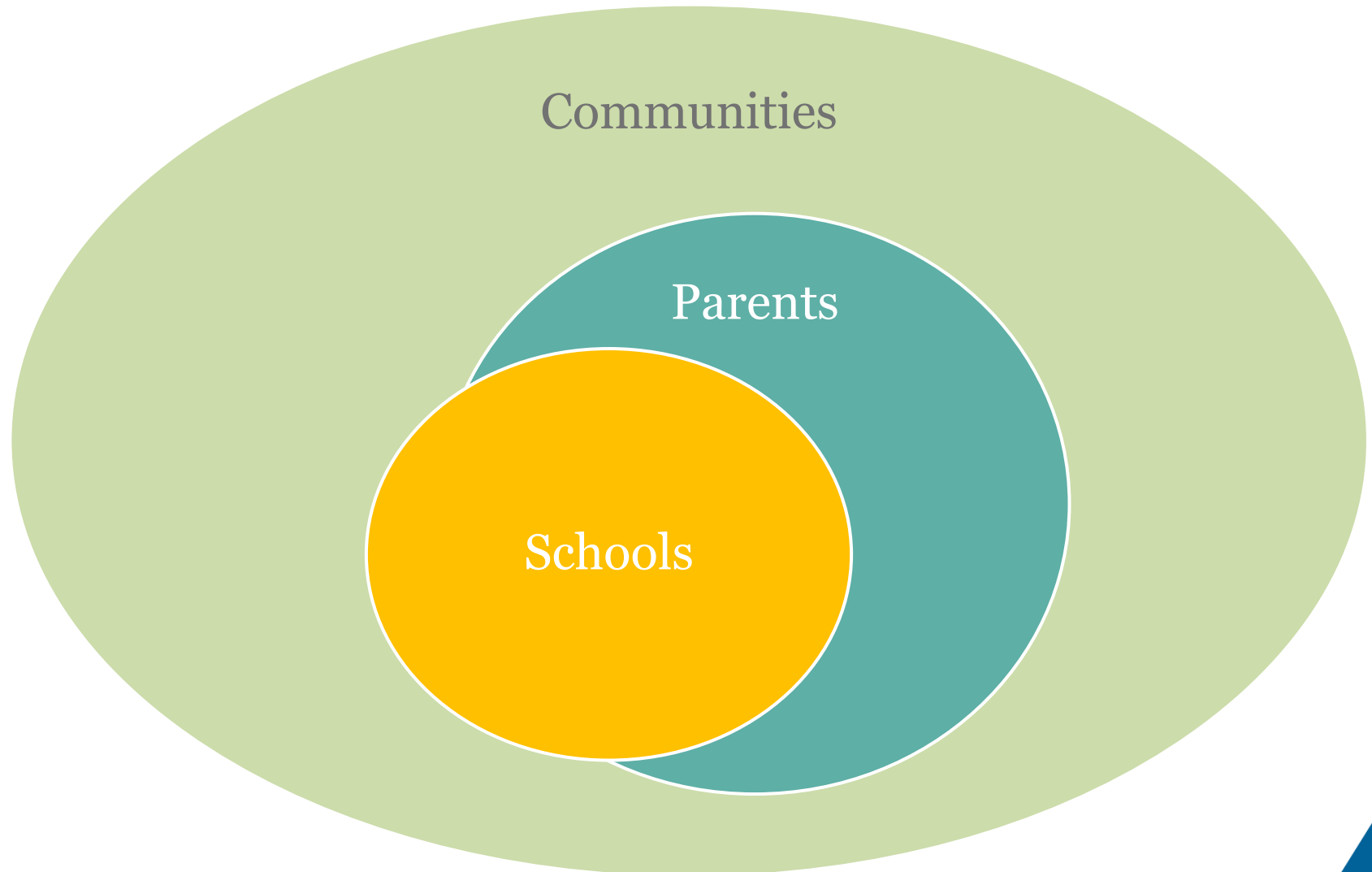
# More effective classroom strategies





## (5) Parental and community engagement

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For more information

[www.oecd.org/edu/equity](http://www.oecd.org/edu/equity)

Thank  
You!!

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