TAKING STOCK OF PROGRESS IN OVERCOMING SCHOOL FAILURE

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Why is important to overcome school failure?

- School failure penalises a child for life: weaker job prospects, lower income, smaller pension.

- Unequal results in education have heavy economic costs on society.

- To reduce school failure allows education systems to be fairer and more inclusive.

- Reducing education failure is a high priority in education policy agendas.

Equity in education was defined as a priority at Informal Ministerial Meeting (Oslo, June 2009).

The high social, moral and economic costs of inequities were highlighted.

Enhancing equity depends on better measures of individual student progress linked to SES context of their home and schools.
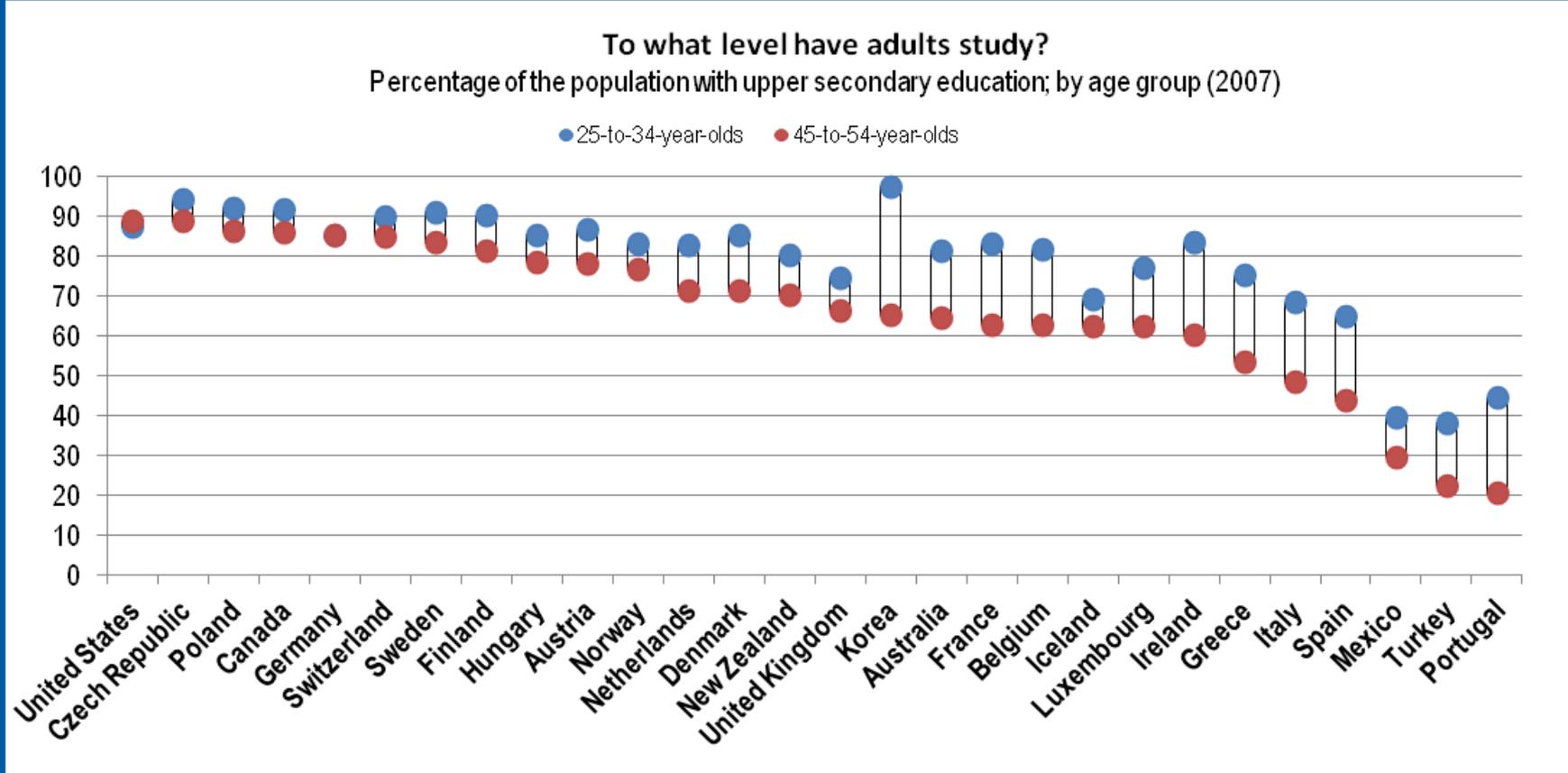
Countries need to improve the diagnostic system of available data. Need also to increase the capacities of teachers and schools.

OECD's comparative data was acknowledged as a key instrument to identify and analyse equity-related issues in education systems.

Inequity in education is an issue.

Over the last decade there was a huge expansion in educational provision. And with this expansion went a bold hope that young people would get on in education, regardless of their background.


To what level have adults study?
Percentage of the population with upper secondary education; by age group (2007)

● 25-to-34-year-olds   ● 45-to-54-year-olds

Definition of equity in education

- Two dimensions of equity in education:
  - Equity as **inclusion**

Poor readers in the OECD countries

Percentage of students below and at Level 1 of proficiency in the OECD PISA reading scale (2006)
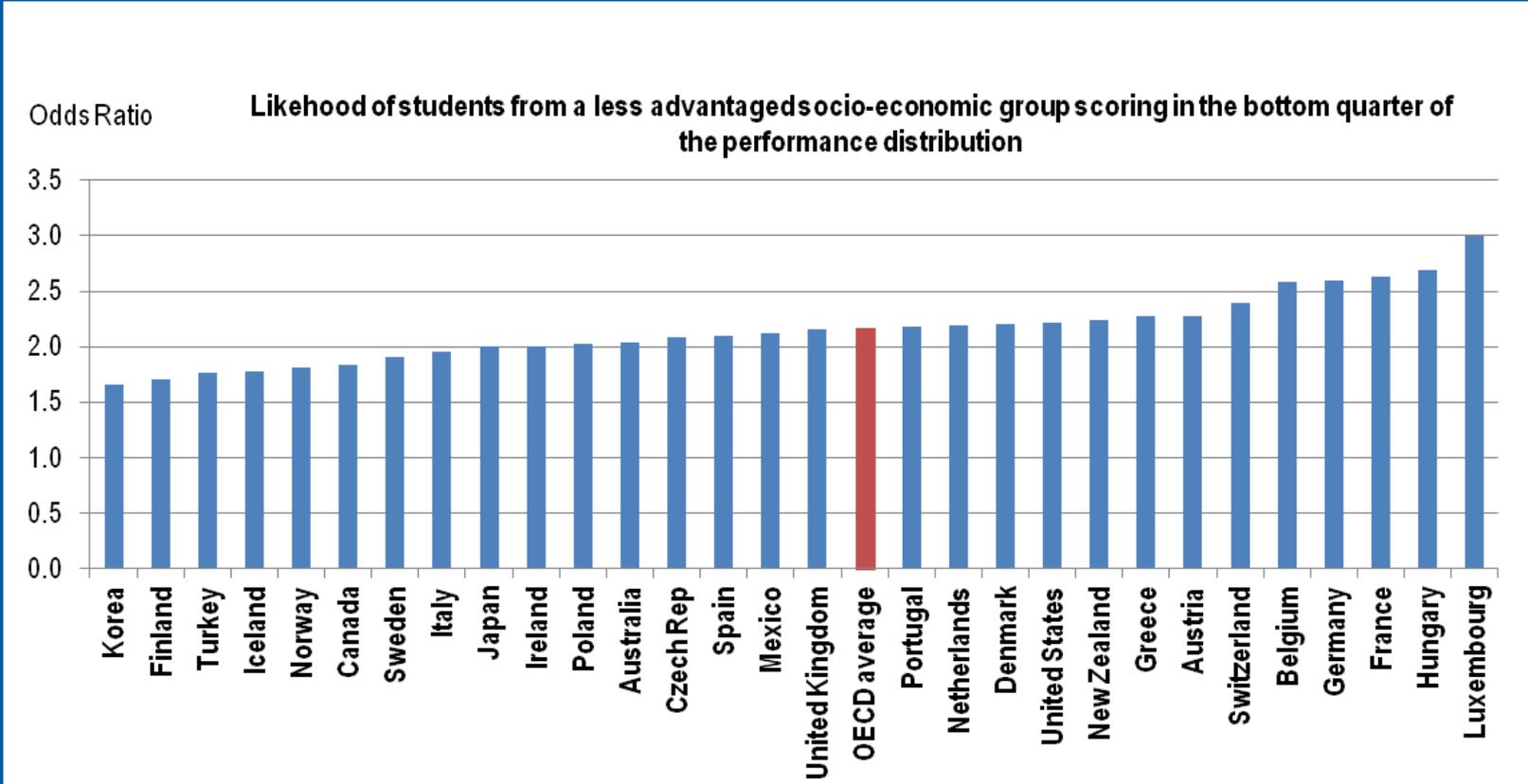

Percentage of students below and at proficiency level 1 on the reading scale
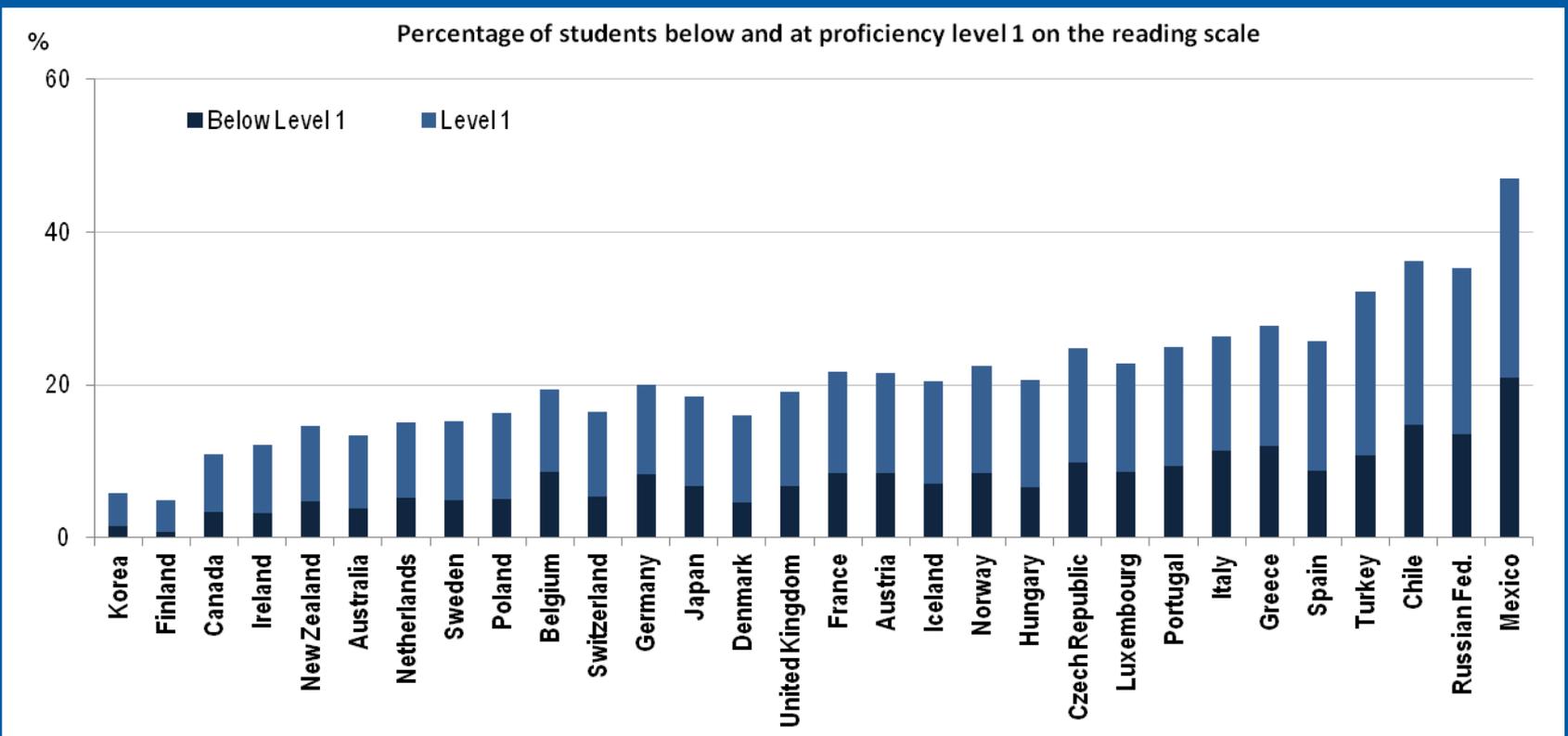
Definition of equity in education

- Two dimensions of equity in education:
  - **Equity as fairness**

Social background and school performance

Relative chances of students in lowest and highest socio-economic group ending up with a lower performance in sciences, based on test scores from PISA (2006)

Odds Ratio — Likelihood of students from a less advantaged socio-economic group scoring in the bottom quarter of the performance distribution
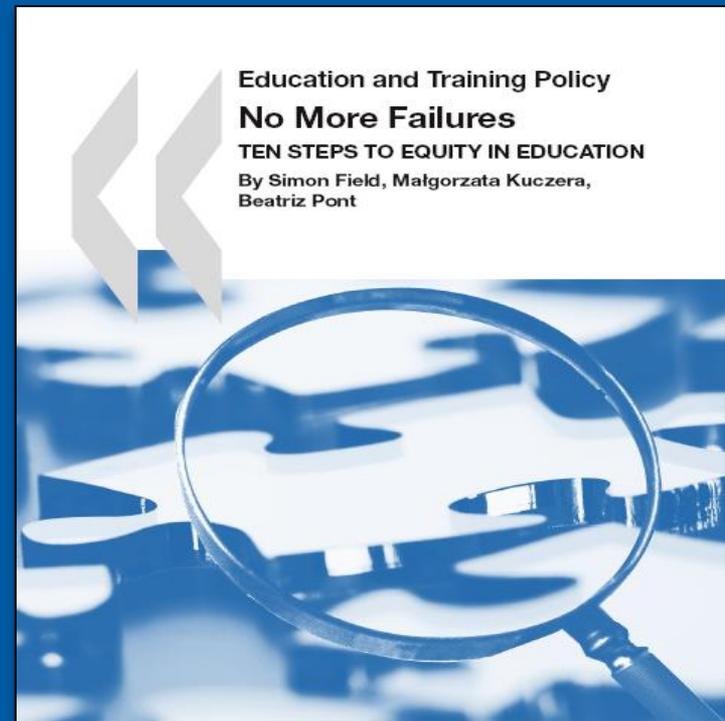
How to define school failure?

- Failure of an education system, unable to provide an education of quality to all. Failure of a student in obtaining a minimum necessary education.

- Overcoming failure implies assuring **inclusion** - a minimum standard education for each student, and f**airness**, since not all individuals are equal facing failure.

No More Failures: 10 Steps to Equity in Education, 2005-2007

- Ten countries: Belgium(Flanders), Finland, France, Hungary, Norway, the Russian Federation, Slovenia, Spain, Sweden and Switzerland.
- No More Failures: 10 steps to equity in education' is set in wider OECD context.
- Conference on Fair and Inclusive Education, Norway, 4-5 June 2007
- Informal Ministerial June 2009 to revisit issues

Education and Training Policy
No More Failures
TEN STEPS TO EQUITY IN EDUCATION
By Simon Field, Małgorzata Kuczera, Beatriz Pont

OECD

Ten steps to equity in education

Design

- Step 1: Limit early tracking
- Step 2: Manage school choice
- Step 3: Inclusive upper secondary education
- Step 4: Second chances

Practices

- Step 5: Help those falling behind
- Step 6: Reach out to homes
- Step 7: Respond to diversity

Resourcing

- Step 8: Priority to early childhood and basic education
- Step 9: Direct resources to needy areas and schools
- Step 10: Targets for equity

Step 1: Limit early tracking and streaming and postpone academic selection.

- Why?

  Early tracking increases inequity, no evidence that it improves overall outcomes.

- What works

  - Raising age of tracking
  - Comprehensive schooling
  - Use academic selection with caution

- It can be done.

  Sweden half century ago, Spain a decade ago, Poland.

Step 2: Manage school choice so as to contain the risks to equity

- Why?

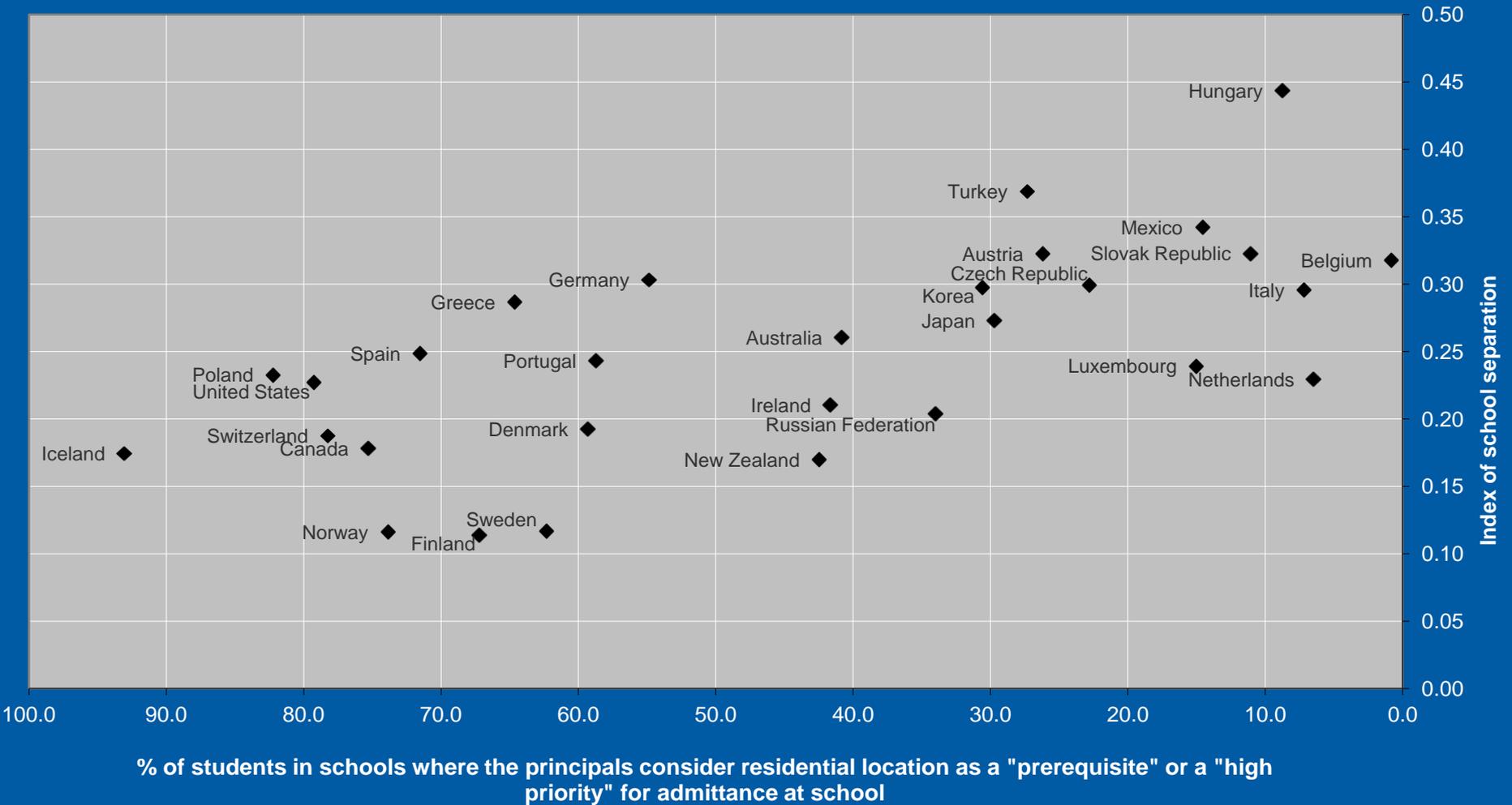 > Choice may damage equity by increasing social differences between schools

- What can work

  > -schools need to ensure an even social mix so that there are not increased differences in social composition of schools.

- It can be done.

  > -Lotteries in US, Japan for places for over-subscribed schools.
  > -Financial premiums
  > - Selection criteria in Spain

Step 2: Manage school choice so as to contain the risks to equity

How school choice increases social differences between schools? (2003)

% of students in schools where the principals consider residential location as a "prerequisite" or a "high priority" for admittance at school

Step 3: In upper secondary education, provide attractive alternatives, remove dead ends and prevent drop out.

- **Why?**

  Drop out has huge social costs and is an immense waste.

- **What works.**

  -Early identification of students at risk helps
  -Good career guidance
  -Provide equivalent flexible and diverse curriculum in secondary.

- **It can be done.**

  US Gates-funded scheme has tackled drop out; Educational Maintenance Allowance (EMA) in the UK
  Sweden's upper secondary options

Step 4: Offer second chances to gain from education.

- Why?

  Intergenerational equity, one-shot selection processes are always flawed, although lower rate of return

- What works.

  -Provision of literacy/primary/sec. ed.
  -Recognition of informal learning
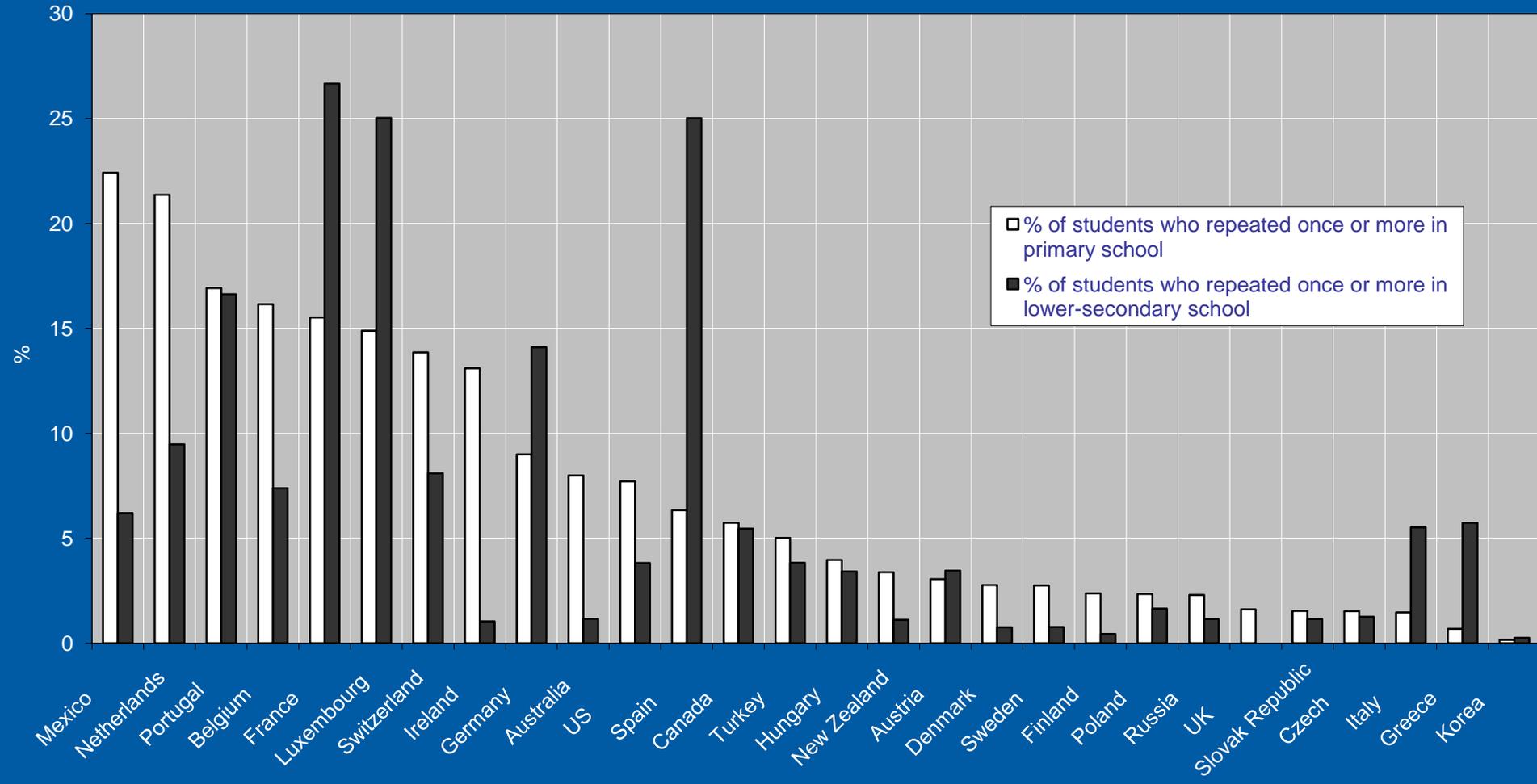 -provide financial incentives to firms (co-financing)

- It can be done.

  Eg. adult learning in Sweden, Spain, centres of recognition of informal learning in Portugal.

Step 5: Identify/provide systematic help to those who fall behind and reduce repetition

Percentage of 15 yr olds who say they have repeated once or more (2003)

Legend:
- □ % of students who repeated once or more in primary school
- ■ % of students who repeated once or more in lower-secondary school

Step 5: Identify and provide systematic help to those who fall behind at school, and reduce year repetition.

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- **Why?**

  International evidence shows improvements possible. Evidence against year repetition compelling.
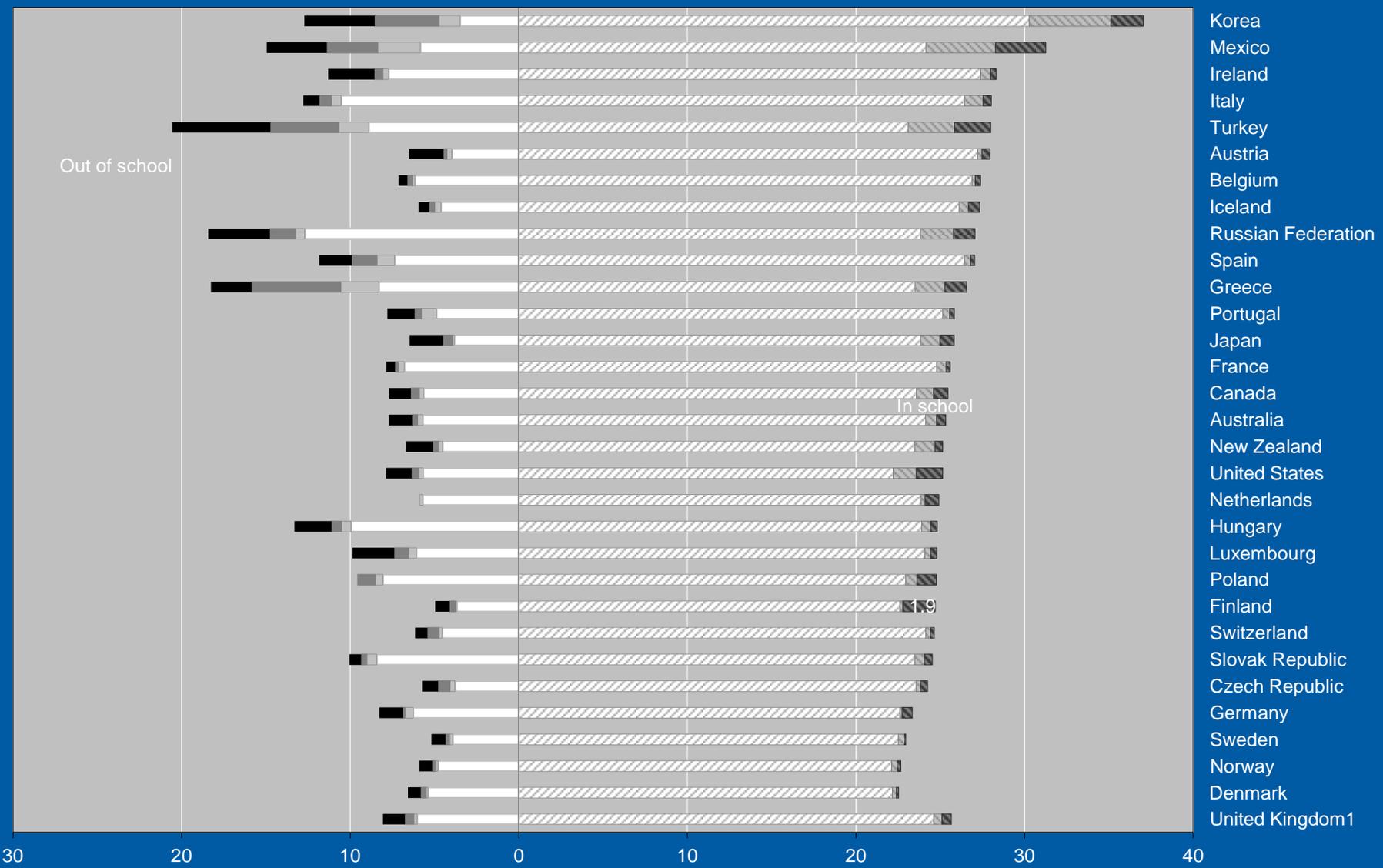
- **What works.**

  -Preventive approaches -Early detection
  -Formative assessment
  -change in teacher culture
  -Teacher training for diversity

- **It can be done.**

  Finnish approach, novel approaches in France to ending year repetition, reading recovery schemes
  UK matrix scheme of evaluation

Step 6: Learning time in/out of school

All subjects

Out of school

In school

Korea
Mexico
Ireland
Italy
Turkey
Austria
Belgium
Iceland
Russian Federation
Spain
Greece
Portugal
Japan
France
Canada
Australia
New Zealand
United States
Netherlands
Hungary
Luxembourg
Poland
Finland
Switzerland
Slovak Republic
Czech Republic
Germany
Sweden
Norway
Denmark
United Kingdom1

Step 6: Help disadvantaged parents to help their children to learn, strengthening the links between school and home.

- Why?

  Parents role in education both crucial and a source of inequity.
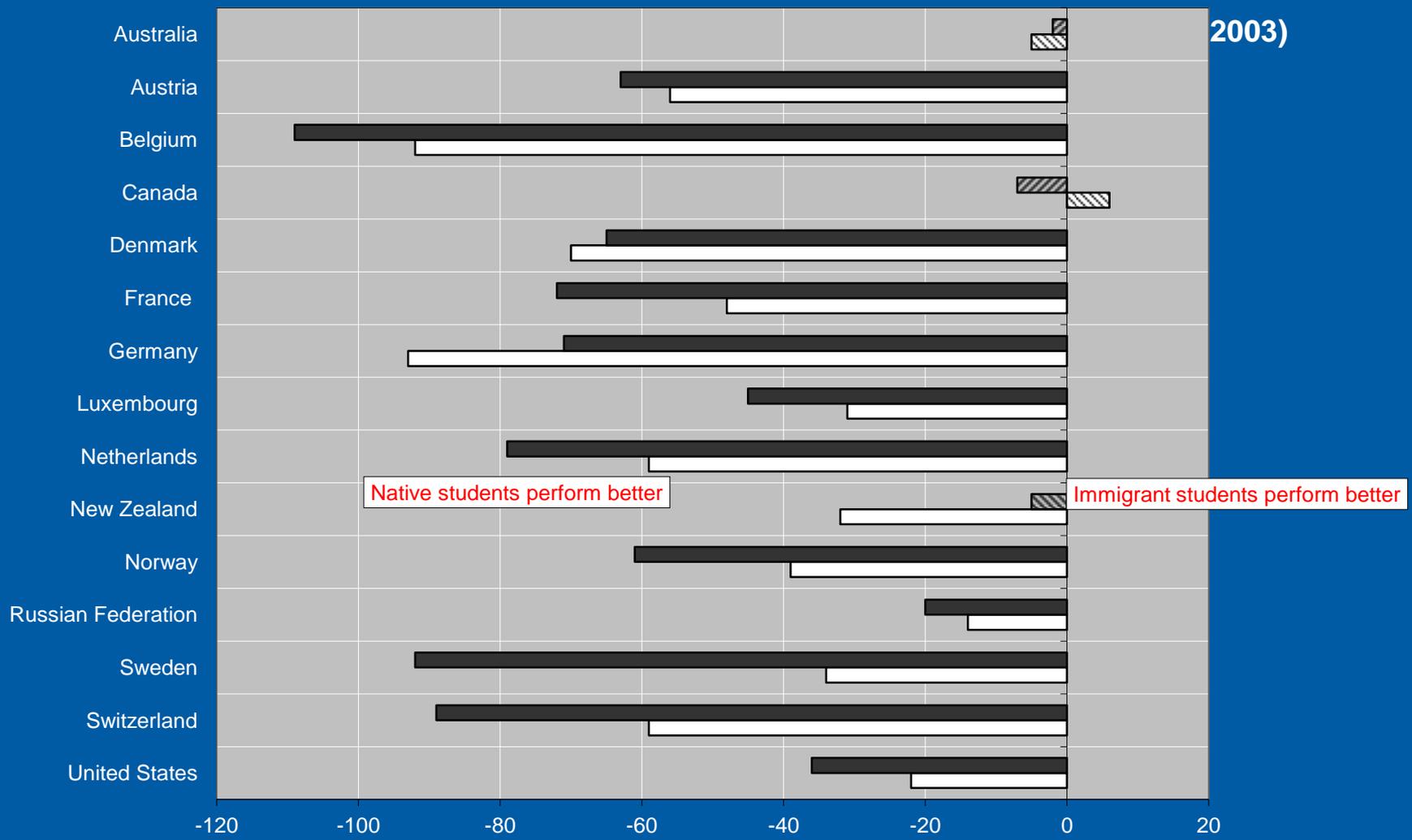
- What works.

  -Schools reaching out to homes/ disadvantaged parents
  -Adult learning
  -Homework support

- It can be done.

  After school homework clubs in many countries. Home school links in Sweden

Step 7: Inclusion of migrants

Difference in mathematics performance between native students and first-generation students[1]

Difference in mathematics performance between native students and second-generation students[1]

Native students perform better

Immigrant students perform better

Step 7: Respond to diversity and provide for the successful inclusion of migrants and minorities

- Why?

  Variable attainment levels of migrants. Language and social barriers.

- What works.

  -Language support (kids/parents)
  -Early childhood education
  - Additional support for diversity
  -Integration in comprehensive class
  -labour market measures

- It can be done.

  -Spanish welcome classes for immigrants
  -Hungarian schemes for desegregation
  -Language support in Norway/Sweden

Resources: the final 3 steps

- Step 8: Priority to early childhood and basic education

- Step 9: Direct resources to needy areas and schools

- Step 10: Targets for equity

Step 8: Provide strong education for all, giving priority to early childhood provision and basic schooling.

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- Why?

  > Early interventions more cost-effective -investment in university more regressive

- What works.

  > -Balance education budgets-equity in mind
  > -ECEC for disadvantaged children
  > -private funding for tertiary education
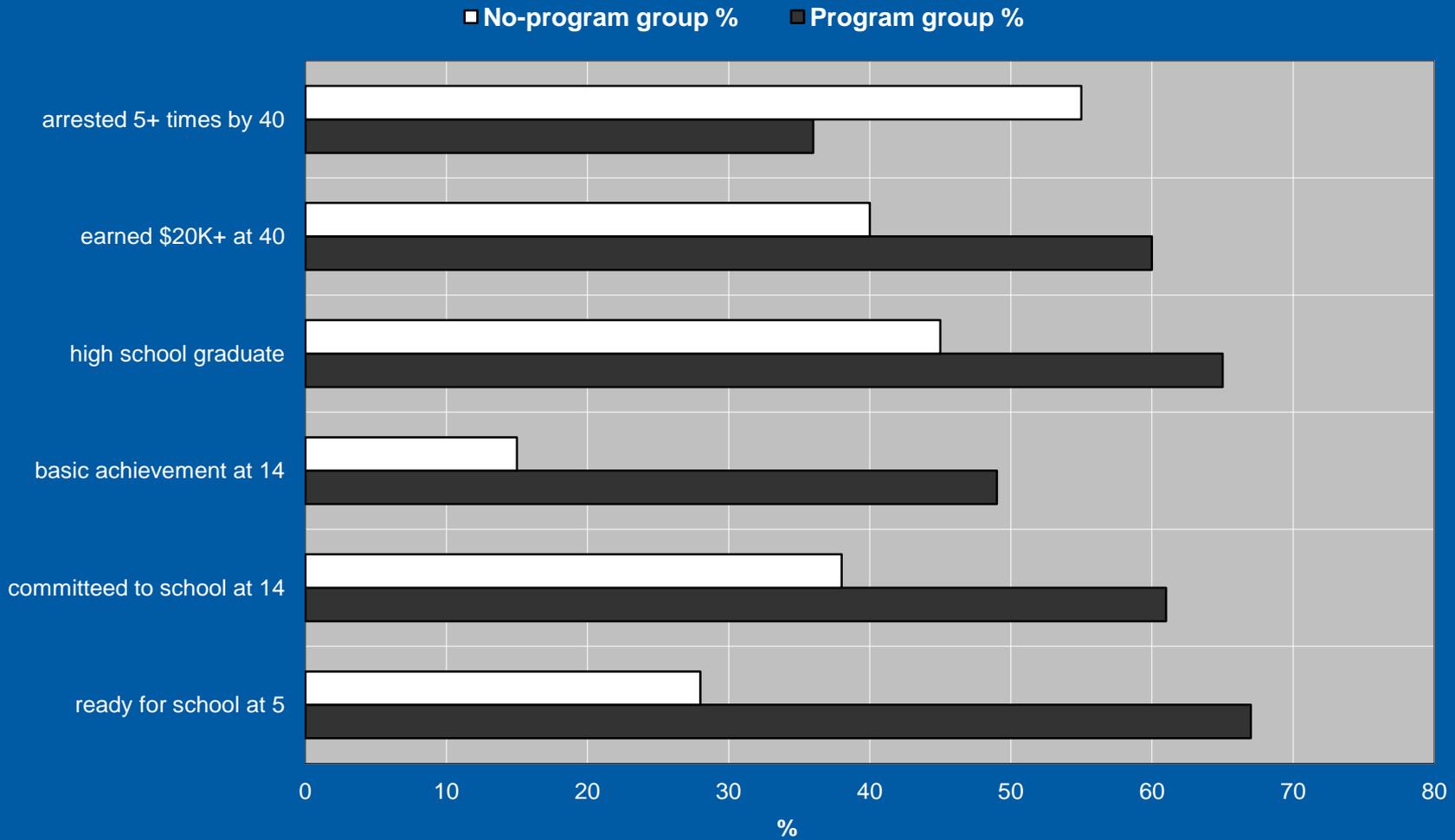 > -grants based on income

- It can be done.

  > In England, shift in spending away from tertiary towards early childhood.

Step 8: Provide strong education for all, giving priority to early childhood provision and basic schooling.

The Perry Preschool study: the impact of early childhood education and case as measure in two randomised samples

■ No-program group %   ■ Program group %

Step 9: Direct resources to the students with the greatest needs, so that poorer communities have at least the same level of provision as those better off and schools in difficulty are supported.

- Why?

  -Inequality of provision
  -regional autonomy may cause disparities
  -labelling may have perverse effect

- What works.

  Redistribution of resources and minimising regional inequities
  -Extra resources to schools with disadvantaged students (addit. teachers, training, wages)

- It can be done

  -French ZEPs
  -Ireland Giving children an even break
  -Belgium: extra resources based on enrolment and performance

Step 10: Set concrete targets for more equity, particularly related to low school attainment and dropouts.

- Why?

  Evidence shows that countries could do better in comparison
  -testing may help evaluate individuals/schools

- What works?

  -Numerical targets can help to achieve (realistic and demanding)
  -plan well how to manage and respond to publication of results and support those with weak results

- It can be done.

  -UK, Scotland, EU

New project:
Overcoming School Failure: Policies that Work

- **Why**: Countries face challenges in adopting and implementing policies for equity in education.

- *Assessing Progress in improving Equity in Education* builds on the 10 steps and aims to assist countries to improve policies and practices to achieve real improvements by:

  - ➢ helping countries in assessing progress in reducing educational failure and equity in education
  - ➢ strengthening the OECD knowledge base on what policies work and don't work
  - ➢ understanding the challenges of implementing reforms in this area
  - ➢ identify ways to monitor progress in improving equity

This project draws on current OECD work.

Comparative analysis

- Update research and country practices on issues related to school failure, revisiting each of the Ten Steps

- Identify innovative and successful policies and practices

- Analyses the challenges in designing and implementing such policies

National assessments

- Analyse countries profiles and particular challenges
- Organise a national seminar on school failure, to exchange of lessons and policy options within and among countries
- OECD National assessment report combining international expertise and national dialogue
- Framework for national discussion and policy implementation

Comparative analysis

- Country background reports
- Literature reviews
- Data analysis
- Comparative report
- Spotlight reports for individual countries

National Assessments

- Country background reports
- Assessment framework/toolkit
- National seminars
- National notes on policies to overcome school failure

International workshops

- International workshop (initial)
- International Workshop
- International Workshop (end)

What we will deliver:

- A framework for analysis and evaluation of progress and a tool kit
- A comparative report proposing the policy levers that have been successful
- Spotlight reports for countries who contribute
- Short reports on specific issues
- National Assessment seminars to review progress, and gather support for policy
- A national note on policies to overcome school failure

Thank you

website: *www.oecd.org/edu/equity/equityineducation*