



NESLI Educational Equity Framework

Paris, 12 February 2010
Henry M. Levin
Jean Yip

NESLI Educational Equity Framework

■ History

- Work started in 2005 in INES NW C
- INES Network for the collection and adjudication of system-level descriptive information on educational structures, policies and practices (NESLI) continued this work in 2009
- Identified challenges and traps in the NW C questionnaire
- Develop new conceptual framework

NESLI Educational Equity Framework

- Purpose of Framework—To establish nature of educational equity concerns and categories of measurement needed.
 - Forms of educational inequity.
 - How much educational difference for a society?
 - Which groups should be under scrutiny?
 - Answers to questions are largely subjective, so no full agreement either within or among countries.

NESLI Educational Equity Framework

■ Types of Educational Equity

- Educational Outcomes—Ultimate educational attainment and achievement.
- Intermediate Outcomes—Attainment and achievement at various stages of educational system.
- Educational Access—Proximity of school opportunities.
- Educational Resources—Amount and quality of resources (e.g. facilities, teachers, educational spending).
- Educational Processes—Richness of curriculum offerings and quality of instruction as well as degree of student stratification or segregation.

NESLI Educational Equity Framework

- **Educational Equity for Whom?**
 - For Nation or Region—Amount of inequality overall and population segments at various levels of proficiency.
 - Specific Groups
 - Gender.
 - Socioeconomic Level.
 - Ethnicity, Race Immigrants.
 - Language Origins.
 - Disabilities.

NESLI Educational Equity Framework

- **Measurement for Population Comparisons.**
 - Within overall population and among specific groups.
 - Proportion below proficiency and at each level of achievement.
 - Distribution of educational attainments.
 - Many measures of inequality.
 - Intermediate Outcomes—student progression and achievement at earlier stages.
 - Educational Access—geographical proximity (time and distance) to all levels.
 - Educational Resources—Fiscal resources and focus especially on school inputs that have been shown to make a difference.
 - Educational Processes—Curriculum, instructional strategies, pupil stratification.

NESLI Educational Equity Framework

LARGER GOAL IS TO PROVIDE STATISTICAL INDICATORS WHICH CAN BE COMBINED WITH STRATEGIES TO IMPROVE EDUCATIONAL EQUITY AS REFLECTED IN: S. Field, M. Kuczera, & B. Pont, No More Failures: Ten Steps to Equity in Education (Paris: OECD, 2007).

Thank you for your attention.