

HELP THOSE WHO FALL BEHIND AT SCHOOL AND REDUCE SCHOOL-YEAR REPETITION

- Reduce high rates of year repetition of some countries by changing incentives for schools and encouraging alternative approaches
- Employ teaching interventions in the classroom that evidence show are effective in tackling under-achievement, including:
 - formative assessment
 - reading recovery strategies
 - careful monitoring of students progress
- Offer a sequence of intensifying interventions to overcome learning difficulties and draw those students who fall behind back into the mainstream
- Support teaching professionals to develop their classroom techniques to help those students who are falling behind.

STRENGTHEN LINKS BETWEEN SCHOOL AND HOME

- Ensure that schools target their efforts to improve communication with parents in the most disadvantaged homes and help develop home environments that are conducive to learning.
- Set up after-school homework clubs at school to assist those with weak home support.

INCLUDE MIGRANTS AND MINORITIES WITHIN MAINSTREAM EDUCATION

- Provide special measures so that disadvantaged children and children of immigrants can benefit from early childhood education and care and benefit from early exposure to a strong environment within which to learn a second language.
- In countries where immigrant and minority groups are disproportionately streamed into special education institutions, consider carefully:
 - the risk of cultural bias in the diagnosis
 - whether separate schooling is in the best interests of the students involved
- Ensure that arrangements for providing special language training for newly arrived immigrant children do not isolate such children from mainstream classes after an initial period of at most one year.
- Provide professional development for teachers dealing with sharp increases in numbers of immigrant children in aspects such as:
 - second language learning
 - a multicultural curriculum
 - teaching for tolerance and anti-racism

FURTHER READING

These pointers for policy development are drawn for the Thematic Review of Equity in Education and the findings presented in *No More Failures: Ten Steps to Equity in Education*, published in 2007. Country background reports prepared by 10 countries, country reviews of 5 countries and other documents are on the OECD website www.oecd.org/edu/equity.