



Education and Training Policy

No More Failures

TEN STEPS TO EQUITY IN EDUCATION

**By Simon Field, Małgorzata Kuczera,
Beatriz Pont**



Table of contents

The Ten Steps	9
Executive Summary	11
Chapter 1. Introduction: Setting the Agenda	25
1.1. Why look at equity in education?	26
1.2. Background to this study	27
1.3. The context: equity as a public policy objective	29
1.4. Why equity in education?	31
References	34
Chapter 2. A Look at Inequities in Education	37
2.1. Unequal improvements in educational attainment	38
2.2. Equity as fairness	41
2.3. Equity as inclusion	44
2.4. The two dimensions of equity overlap	48
2.5. Policy implications	50
References	52
Chapter 3. Structures and Pathways	55
3.1. Differentiation in schooling structures and the risks to equity ..	56
3.2. Early tracking and comprehensive schooling	65
3.3. Designing an inclusive upper secondary education system . . .	67
3.4. Removing dead ends and providing second chances	74
3.5. Summary conclusions and recommendations	78
Annex 3.A1. Correlation coefficients between separation index and PISA outcomes	81
Annex 3.A2. Regression analysis: Effects of selection by ability on different measures	81
Notes	82
References	82
Chapter 4. School and Out-of-school Practices	87
4.1. Equity in the classroom: interventions for those in need	88
4.2. Schools reaching out to homes	99
4.3. Home influence on school performance	101
4.4. Summary conclusions and recommendations	106
References	108

Chapter 5. Resources and Outcomes	111
5.1. Allocating resources across educational sectors.	112
5.2. Allocating resources across individuals, institutions and regions	121
5.3. Defining outcomes to take account of equity	126
5.4. Summary conclusions and recommendations	132
References	134
Chapter 6. Groups at Risk: The Special Case of Migrants and Minorities ..	139
6.1. The migration context.	140
6.2. Immigrant disadvantage in education	143
6.3. Policy interventions	147
6.4. Summary conclusions and recommendations	150
Notes	151
References	152

List of Boxes

1.1. OECD Thematic Review on Equity in Education.	27
1.2. Two dimensions of equity in education	29
1.3. Recognising equity and inequity	31
1.4. Equity in the knowledge economy	32
3.1. Who knows how things would have turned out?	68
3.2. Parallel secondary education completion programmes in selected countries	69
3.3. The Early College High School Initiative in the United States	70
3.4. VET Reforms to improve equity and quality.	72
3.5. Adult learning institutions in different countries	75
3.6. Work-based learning initiatives for the employed and the unemployed	76
4.1. An alternative approach to year repetition in France.	93
4.2. Tackling learning difficulties in Finland	97
4.3. The teaching profession in Finland	99
4.4. Developing learning communities	105
5.1. Directing resources to disadvantaged schools in France, Ireland and Belgium.	125
5.2. Targets for equity in education	127
5.3. The impact of high stakes schools testing in the United States ...	129
5.4. Different approaches to reporting of school-level tests across OECD countries	131
6.1. Should data be collected on ethnic minorities?	142
6.2. Swedish programme for Roma children	148

List of Tables

3.1. Selection and school choice practices	61
3.2. Selected approaches to recognition of prior learning	77
4.1. Year repetition in primary and lower secondary education	89
4.2. Estimated costs of year repetition in selected countries	92
5.1. Public financial support for students in compulsory and post-compulsory school (without tertiary)	116
6.1. Language training for children with immigrant background in basic education	147
6.2. Language training for adult immigrants	149

List of Figures

1.1. Income inequality varies across OECD	30
2.1. Younger people have higher levels of education	39
2.2. Women moving ahead?	40
2.3. How social background affects performance in mathematics	41
2.4. Attainment and the social mix in schools	43
2.5. The well-qualified make most use of adult education	44
2.6. How many continue and how many drop out at different levels of education?	45
2.7. Getting a good start in life	47
2.8. How many students struggle with reading?	48
2.9. How many leave education before the end of upper secondary school?	49
2.10. Weaker performance by immigrant students (2003)	50
3.1. Social sorting between schools	57
3.2. Where attainment determines the school attended	58
3.3. Does school choice increase social differences between schools? (2003)	64
3.4. Some countries with larger VET systems have lower dropout rates (2001, 2002)	71
4.1. How many students repeat years in primary and lower secondary school?	90
4.2. How home circumstances affect school performance	100
4.3. Learning time in and out of school (2003)	103
5.1. Spending rises as students progress (2003)	114
5.2. Universities or schools? Funding priorities	115
5.3. Starting strong: big returns from early childhood education	118
5.4. Where education spending goes (2003)	120
5.5. Regional variations in education spending: the example of Spain	123
5.6. Construction spending on public schools in the United States	123
6.1. Immigrant populations and their educational attainment (2002, 2004)	141