

IMPROVING QUALITY AND EQUITY IN EDUCATION

Evidence from research and international good practice

“EQUITY AND INCLUSION IN SCHOOLS”

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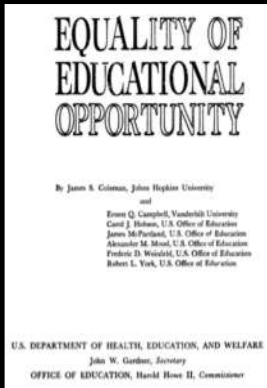
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A short history of equity in education

EFFECTIVE SCHOOLS:

- Strong administrative leadership.
- High expectations.
- An orderly atmosphere.
- Basic skills acquisition as the school's primary purpose.
- Capacity to divert school energy and resources to advance the school's basic purpose.
- Frequent monitoring of pupil progress.



1970

1980

1990



2000

PISA



2010

STAND UP IF YOU AGREE THAT...



“equity in education means that all children are treated equally in school.”

What is equity in education?

Equity in education has two dimensions: Equity as **inclusion** means ensuring that all students reach at least a basic minimum level of skills. Equity as **fairness** implies that personal or socio-economic circumstances, such as gender, ethnic origin or family background are not obstacles to educational success.

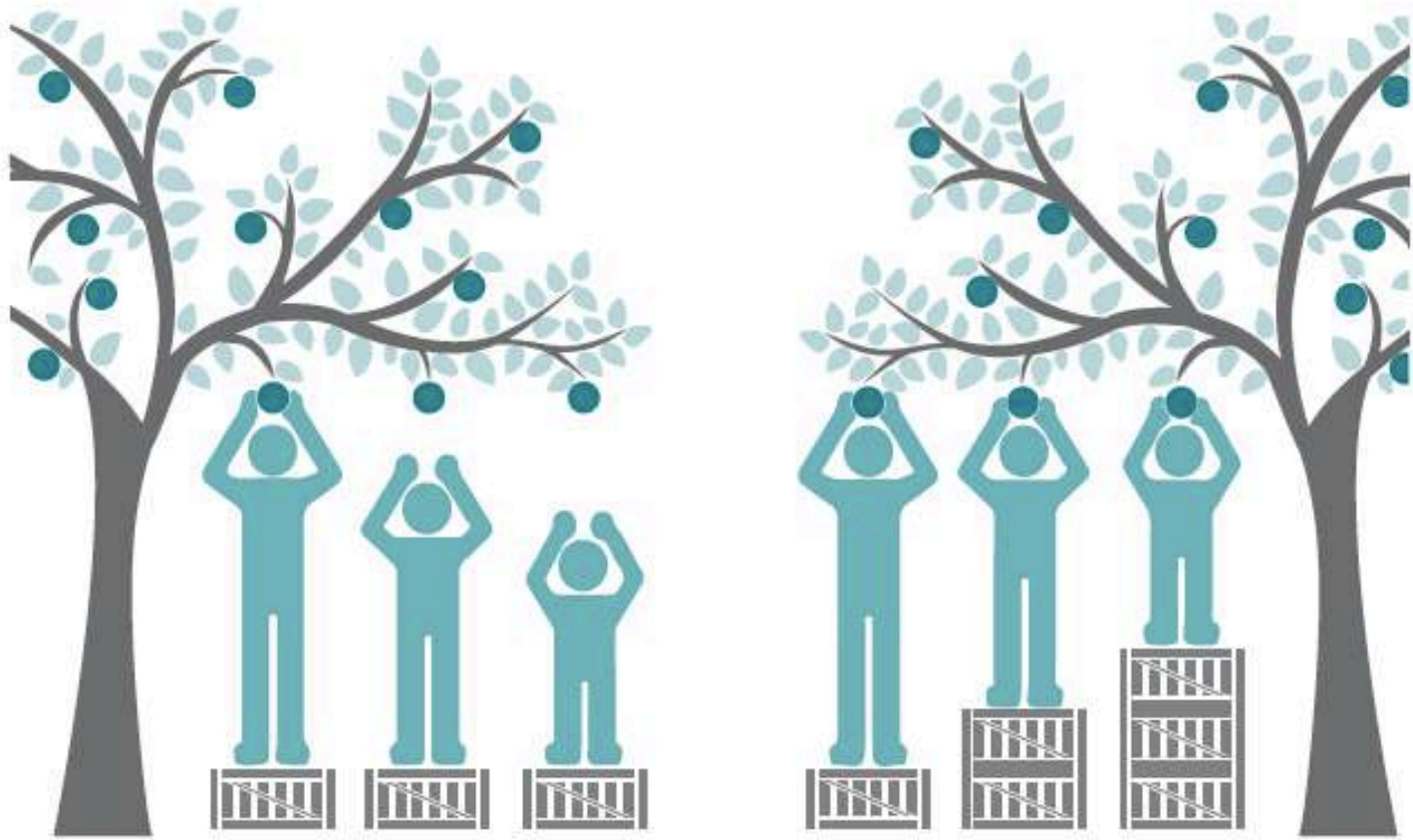
- OECD (2011)

“**Equity** in schooling means ensuring that differences in educational outcomes are not the result of differences in wealth, income, power or possessions.”

- Review of Funding for Schooling (2011)

Equity in education is the means to achieving **equality**. It intends to provide the best opportunities for all students to achieve their full potential and act to address instances of disadvantage which restrict educational achievement.

- UNESCO (2015)



Equality doesn't mean **Equity**

How can equity in education be measured?

Resilient students

Girls vs. Boys

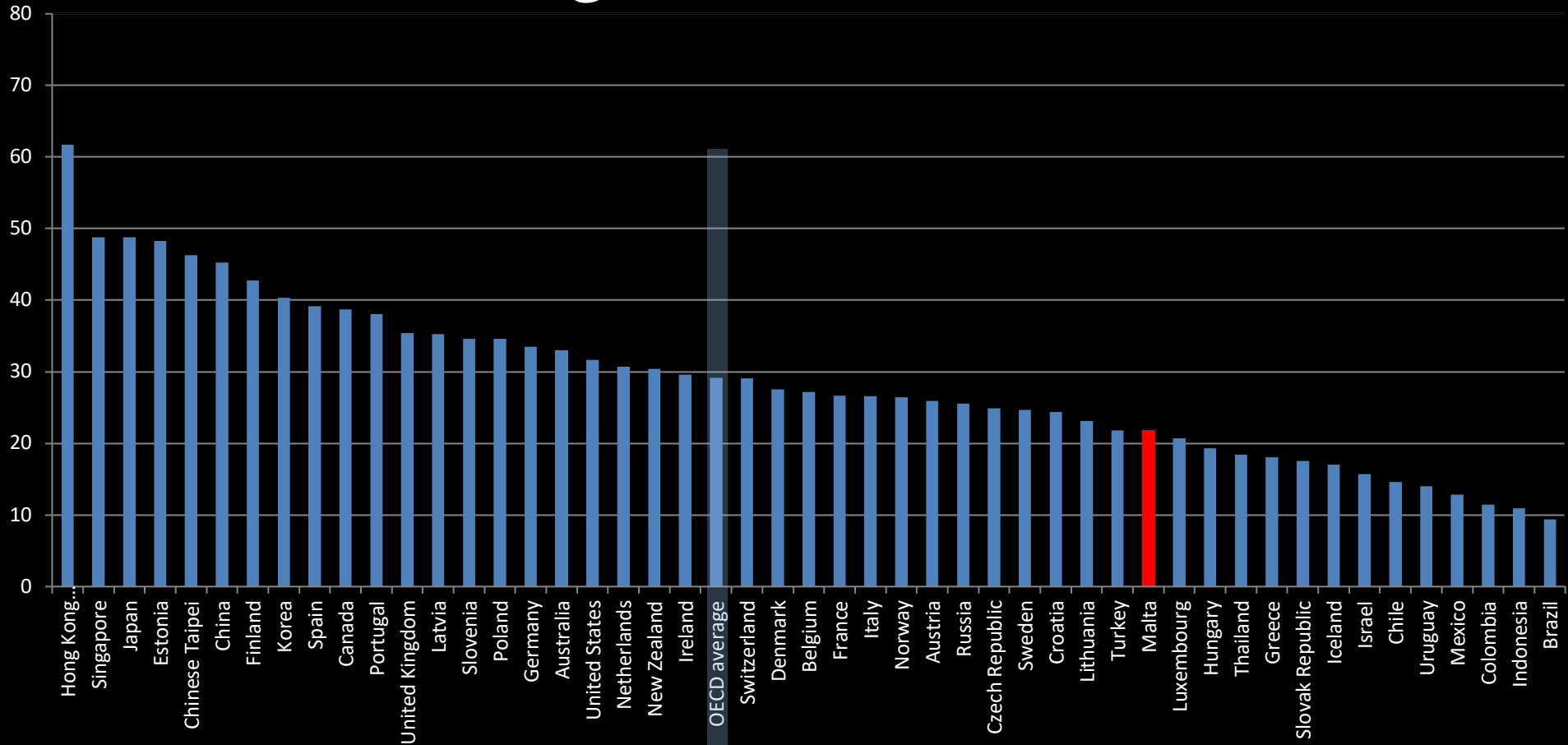
Resource allocation

Variability between and within schools

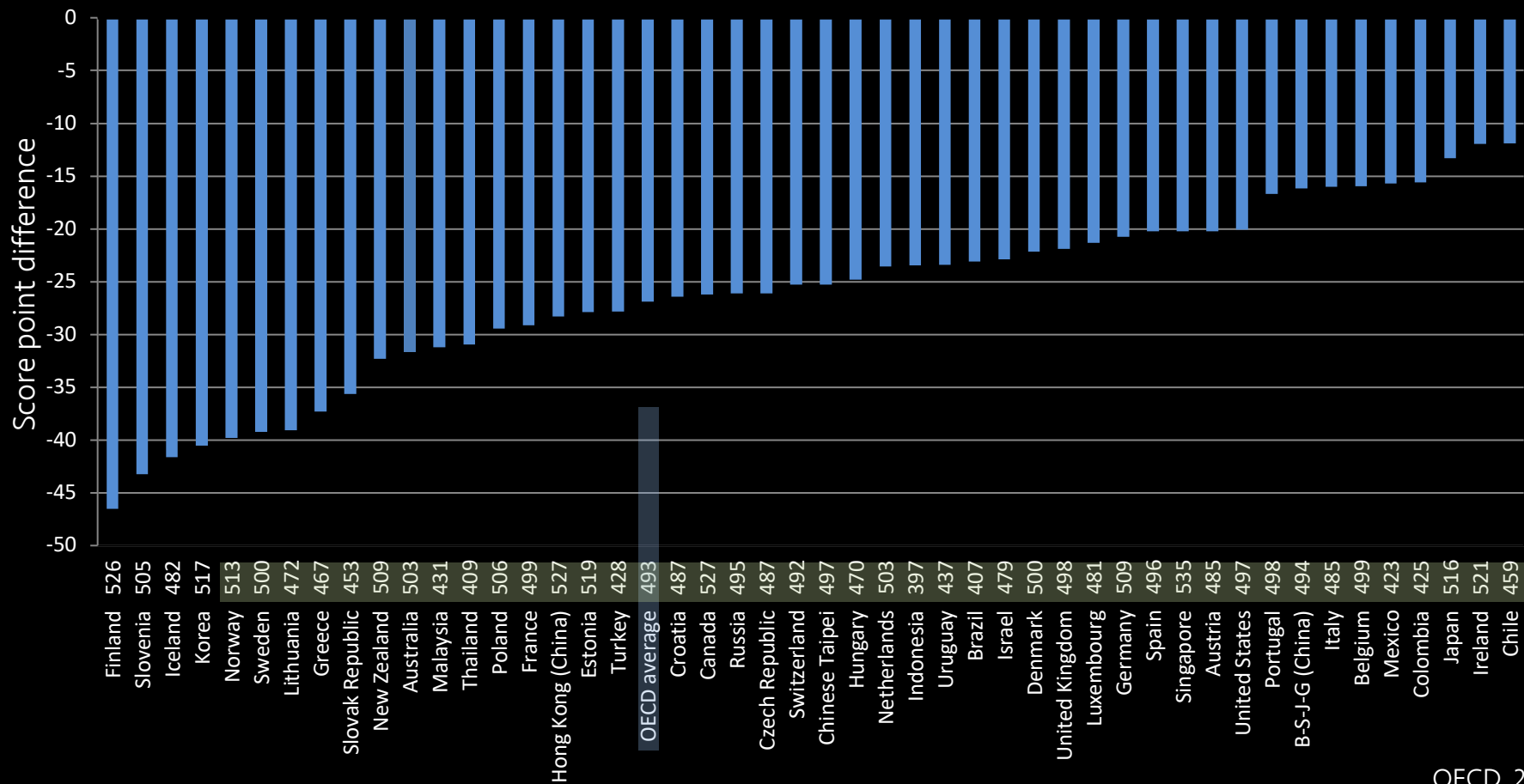
Family background vs. Achievement

International data

Percentage of resilient students

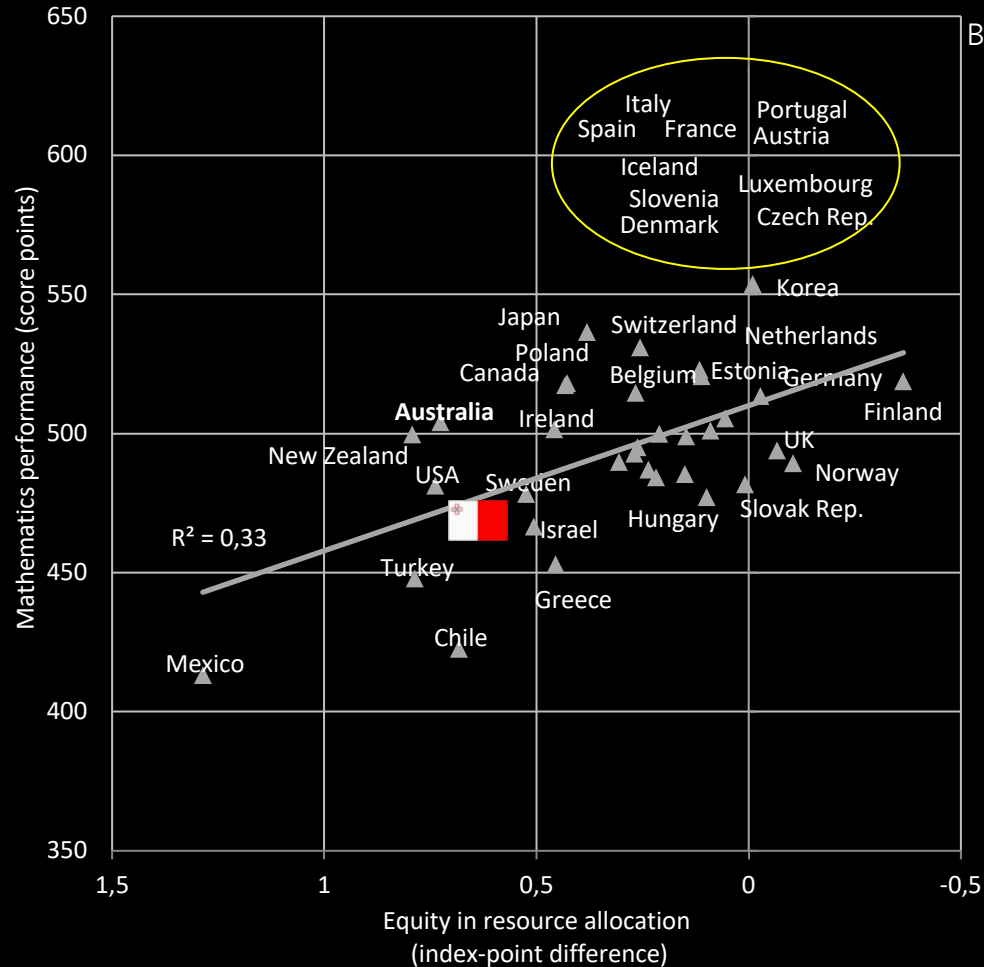


Girls vs. boys: Reading performance

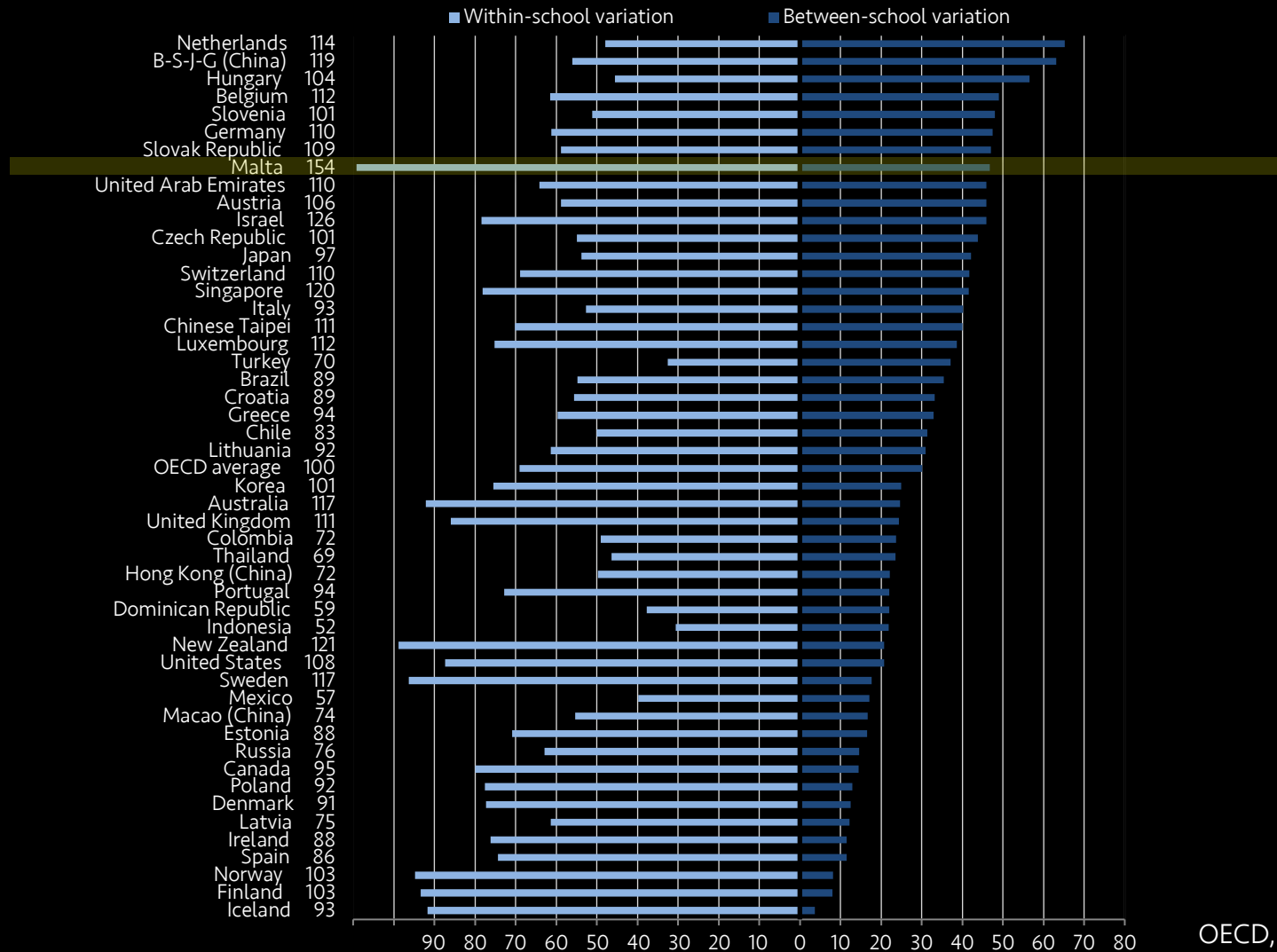


Allocation of educational resources vs. mathematics performance

Equity in resource allocation refers to the difference in the index of quality of schools' educational resources between socio-economically advantaged and disadvantaged school.



Variation in science performance within and between schools

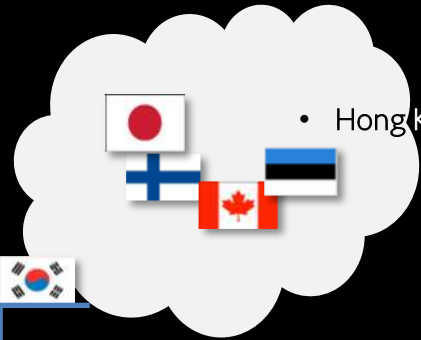


Equity vs. quality of educational outcomes

Student achievement in reading, mathematics and science (PISA)

STUDENT ACHIEVEMENT

- Singapore
- China



EQUITY OF OUTCOMES

Weakness of the relationship between student achievement and family background (ESCS Index)

What have we learned?

“The highest-performing education systems across the OECD countries are those that combine quality with equity.”

OECD, 2011



Adopt and implement “positive
discrimination” policies.



Limit standardized assessments
to absolute necessary minimum.



Respond pro-actively to special educational needs in every school.



Offer all students different ways
to succeed in school.



Don't ask: "How good is Johnny?"
Ask: "How is Johnny good?"

Conclusion

STAND UP IF YOU AGREE THAT...



“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.”

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

-Ron Edmonds in 1979

Thank you!



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