

# THE ORIGINS OF THE EQUITY DEBATE

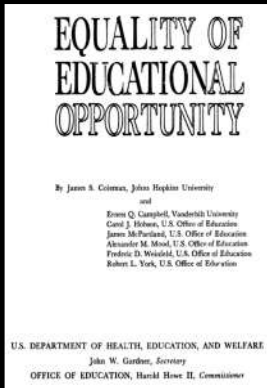
Saskatoon Teachers Association Convention Plus  
Saskatoon, Saskatchewan, CANADA  
29<sup>th</sup> August 2018



# A short history of equity in education

## EFFECTIVE SCHOOLS: "Schools matter"

- 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



1990

OECD-PISA



2010

# 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.

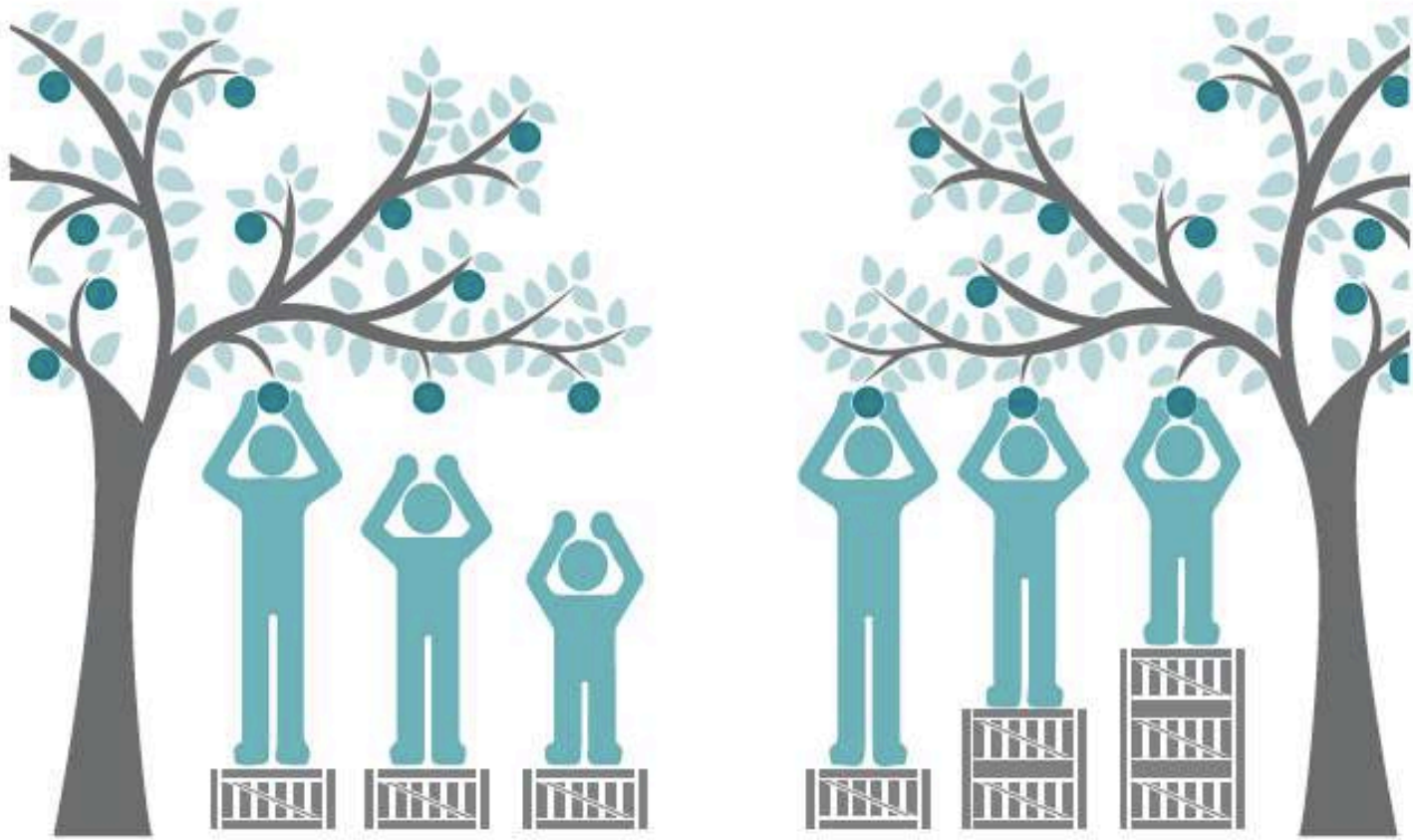
- OECD (2011)

“**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**

# Many reasons to address equity in education

Moral reasons

Political reasons

Economic reasons

Educational reasons

# Equity in education has many dimensions

Resilient students

Girls vs. Boys

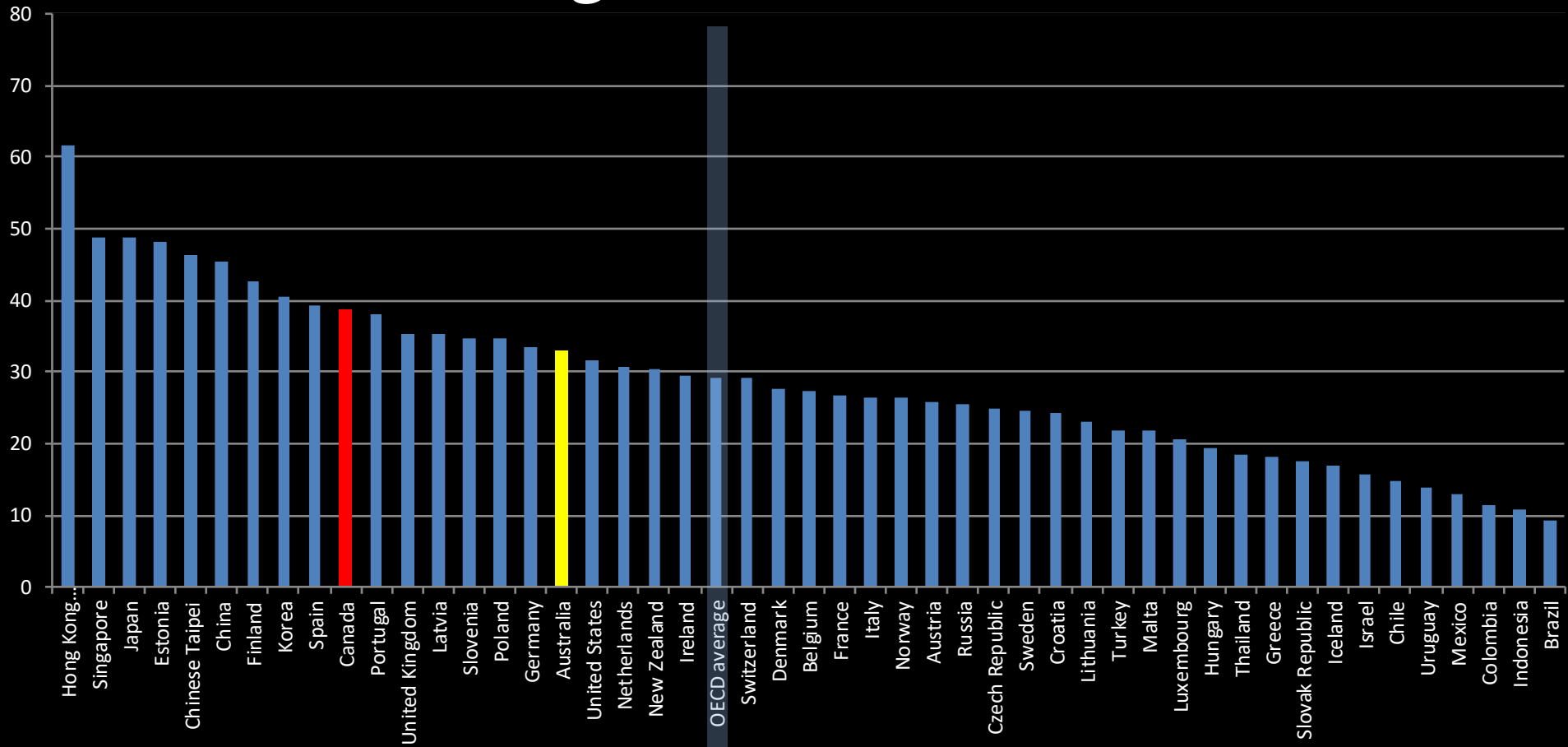
Resource allocation

Variability between and within schools

Achievement vs. Socio-economic status

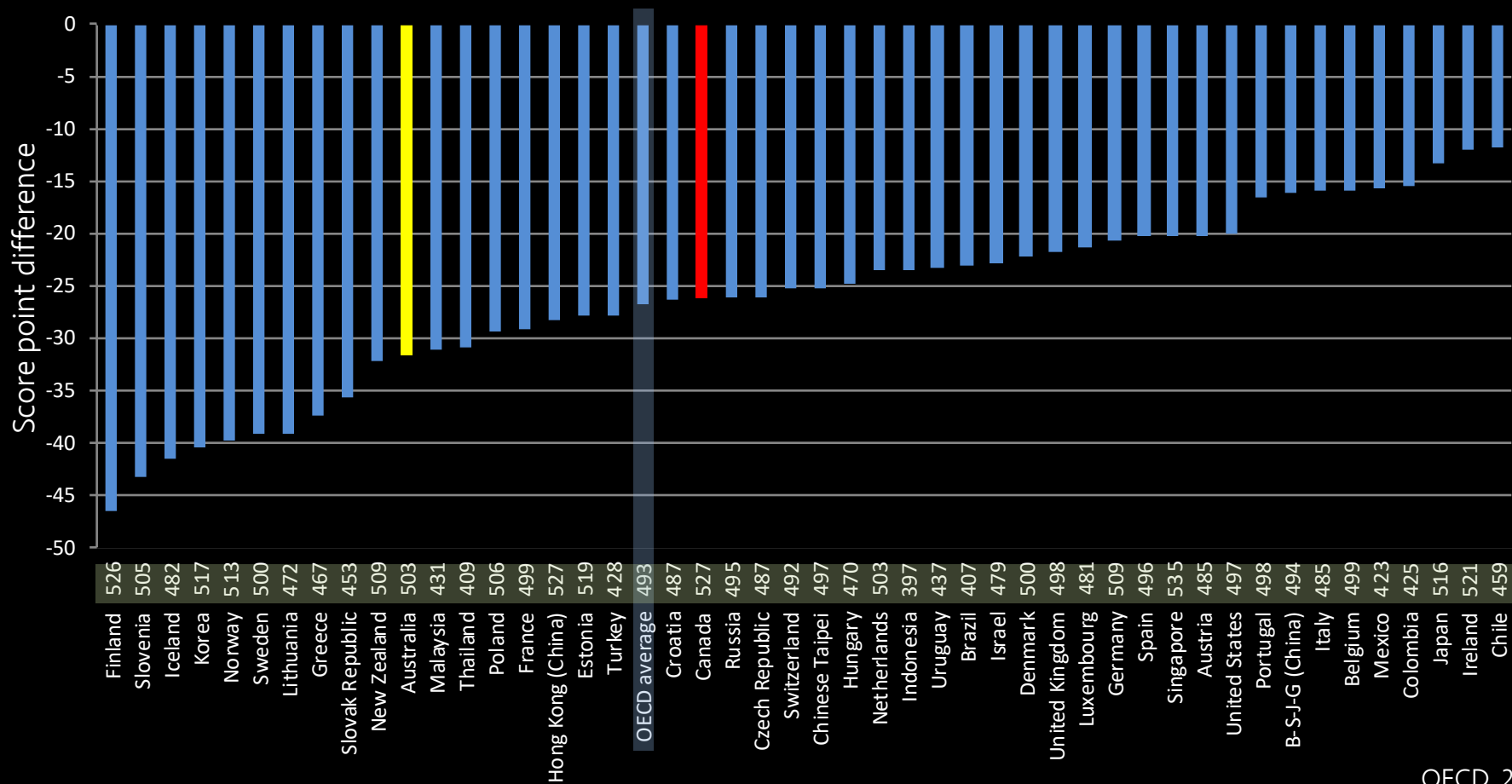
The big picture

# Percentage of resilient students



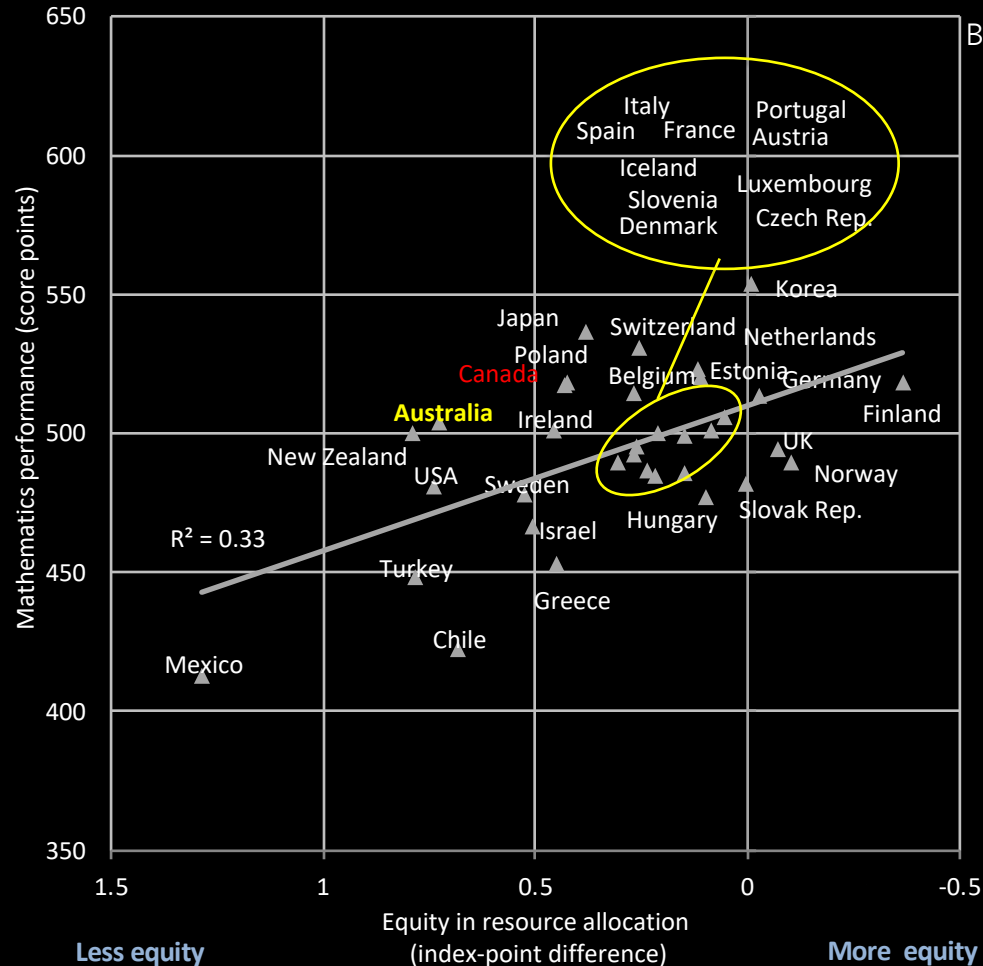


# Girls vs. boys: Reading performance

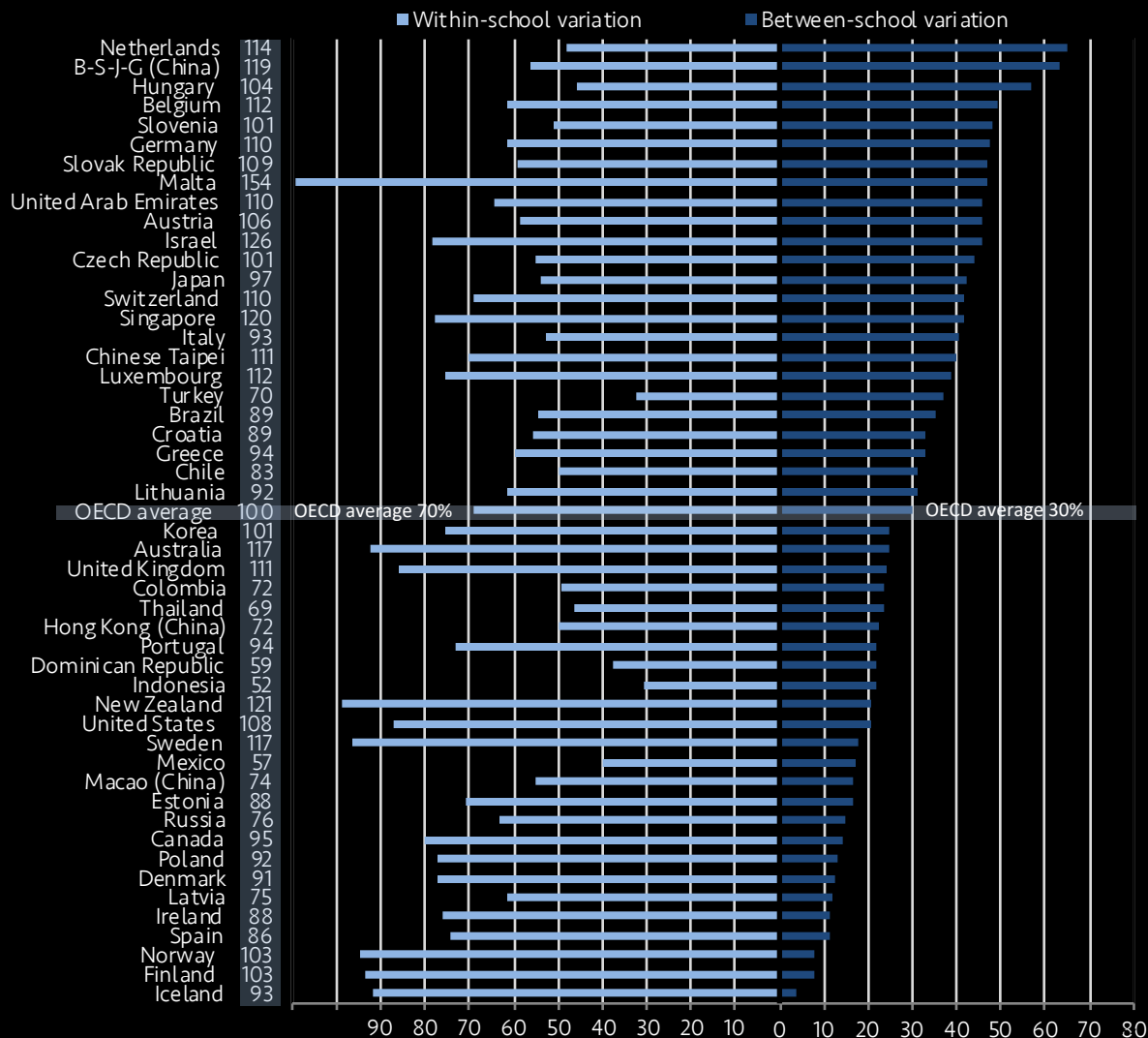


# Allocation of educational resources vs. mathematics performance

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

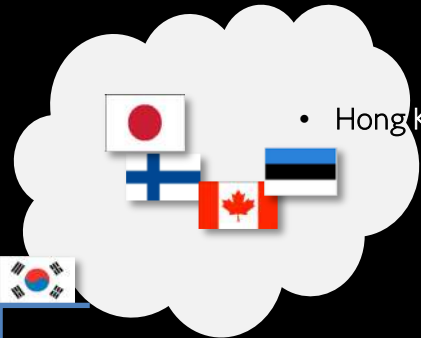


# Family background vs. achievement in school

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?

“School choice advocates often argue that the introduction of market mechanisms allows equal access to high quality schooling for all.”

“However, evidence does not support these perceptions, as choice and associated market mechanisms can enhance segregation. “

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

*“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!



pasi\_sahlberg