



Equity: What it means and why it matters?

Leading for Educational Change

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A short history of equity in education

What do we mean by equity?

Lessons from the world

What to do next?

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



OECD-PISA



1970

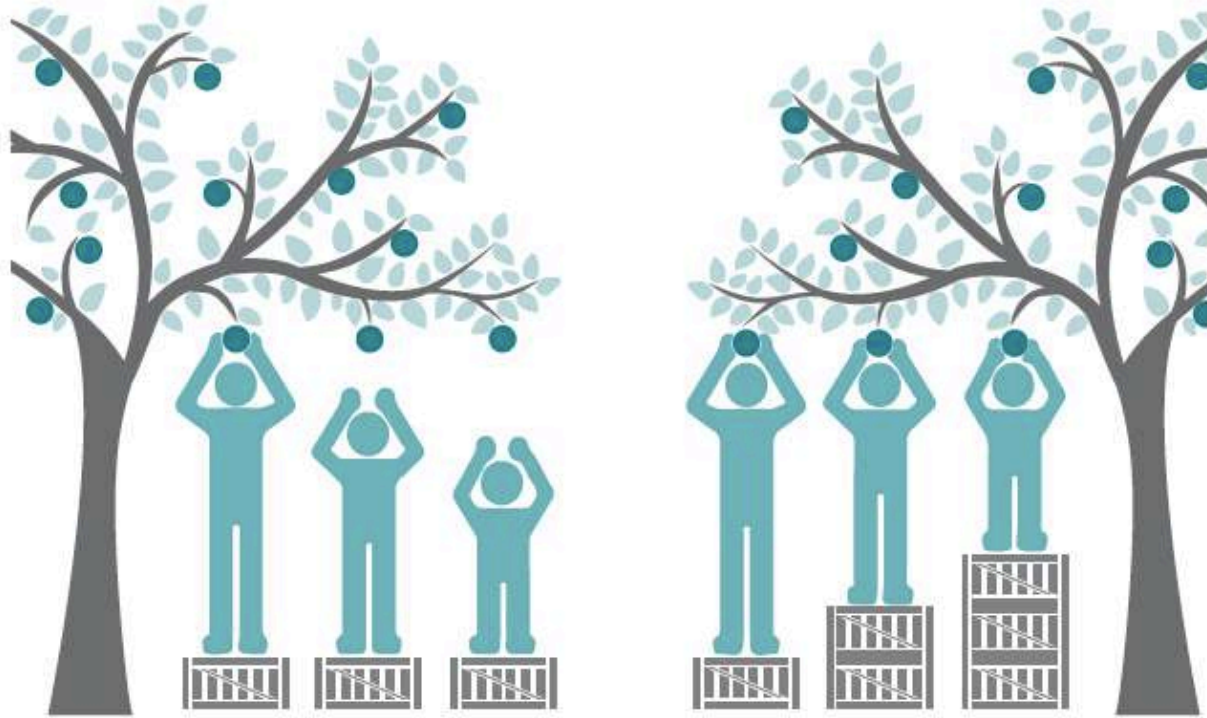
1980

1990

2000

2010

What is equity in education?



Equality doesn't mean **Equity**

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)

What have we learned?

Some indicators of equity in education

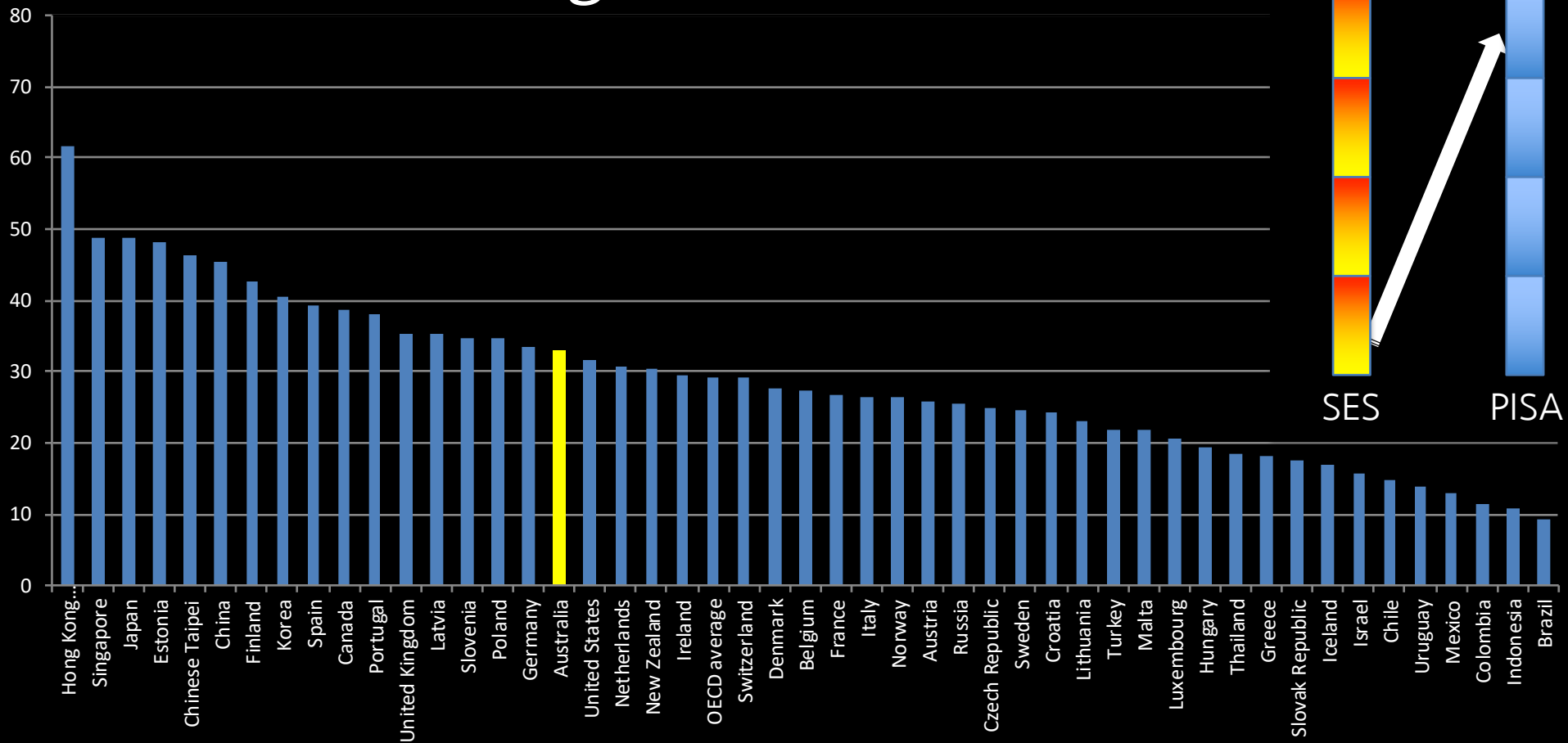
Resilient students

Resource allocation

Variability between and within schools

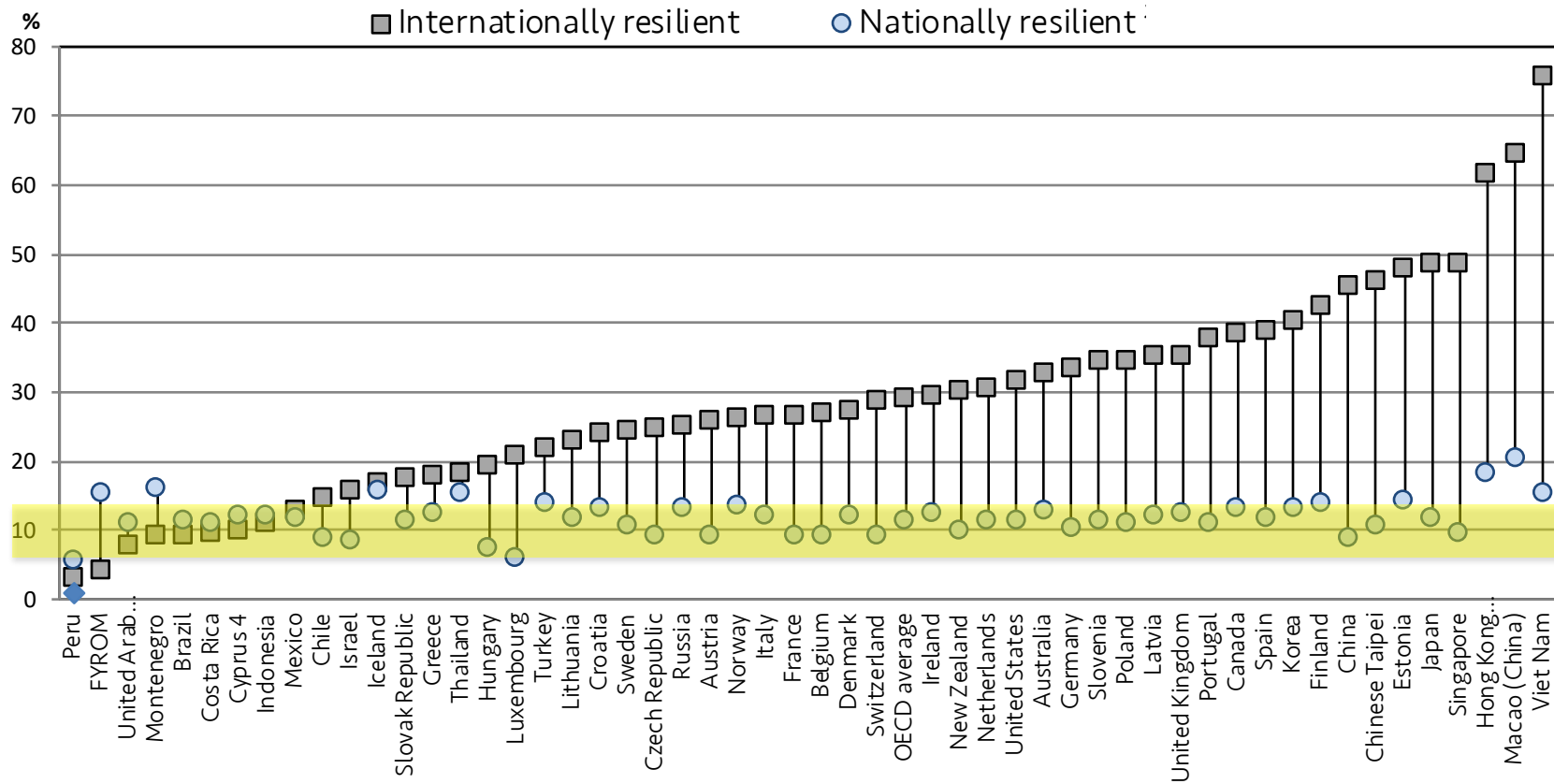
Achievement vs. Socio-economic status

Percentage of resilient students



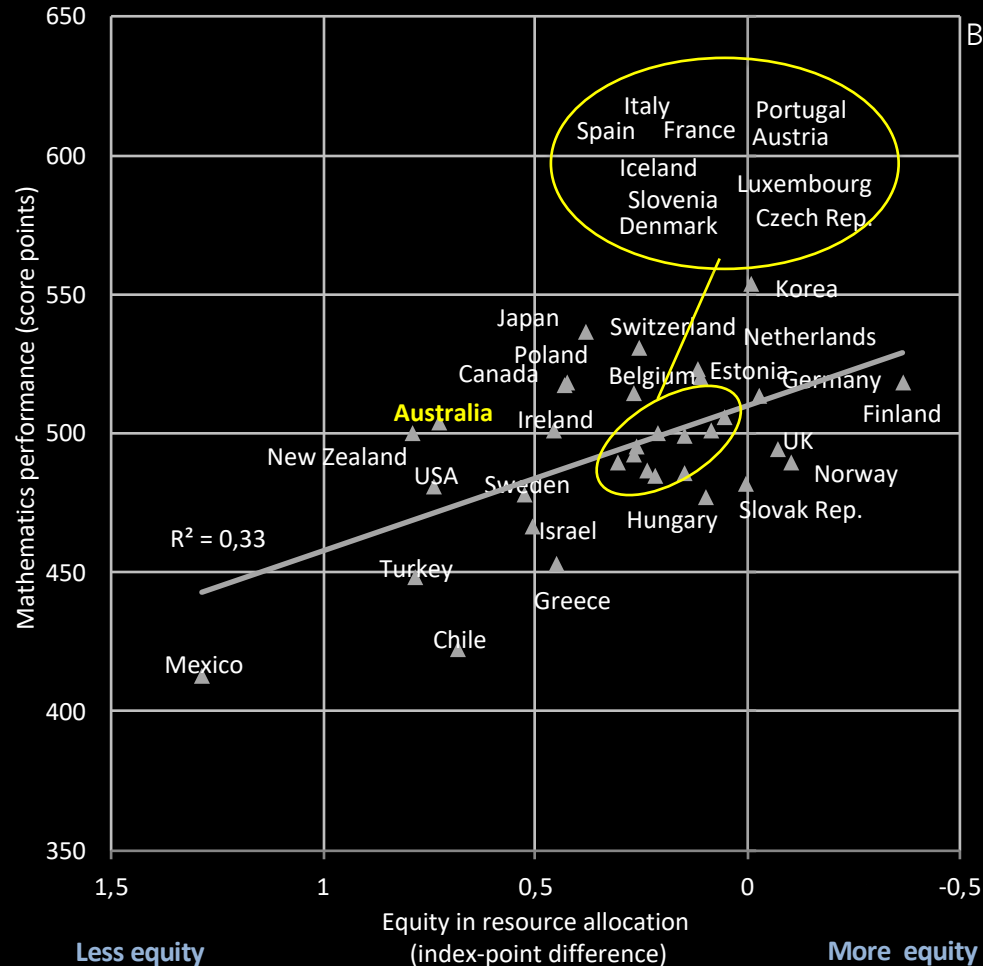
Academic resilience

Types of academic resilience	What are these students able to achieve?	How do we measure it? <i>Socio-economically disadvantaged students in their own countries who score...</i>
International	Academic performance in international standards	...in the top quarter of performance among all students participating in PISA, after accounting for socio-economic background.
National	Academic performance in national standards	...in the top quarter of performance among in their own country.
Core skills	Core knowledge and skills in reading, mathematics and science	...at or above Level 3 in PISA in science, reading and mathematics.

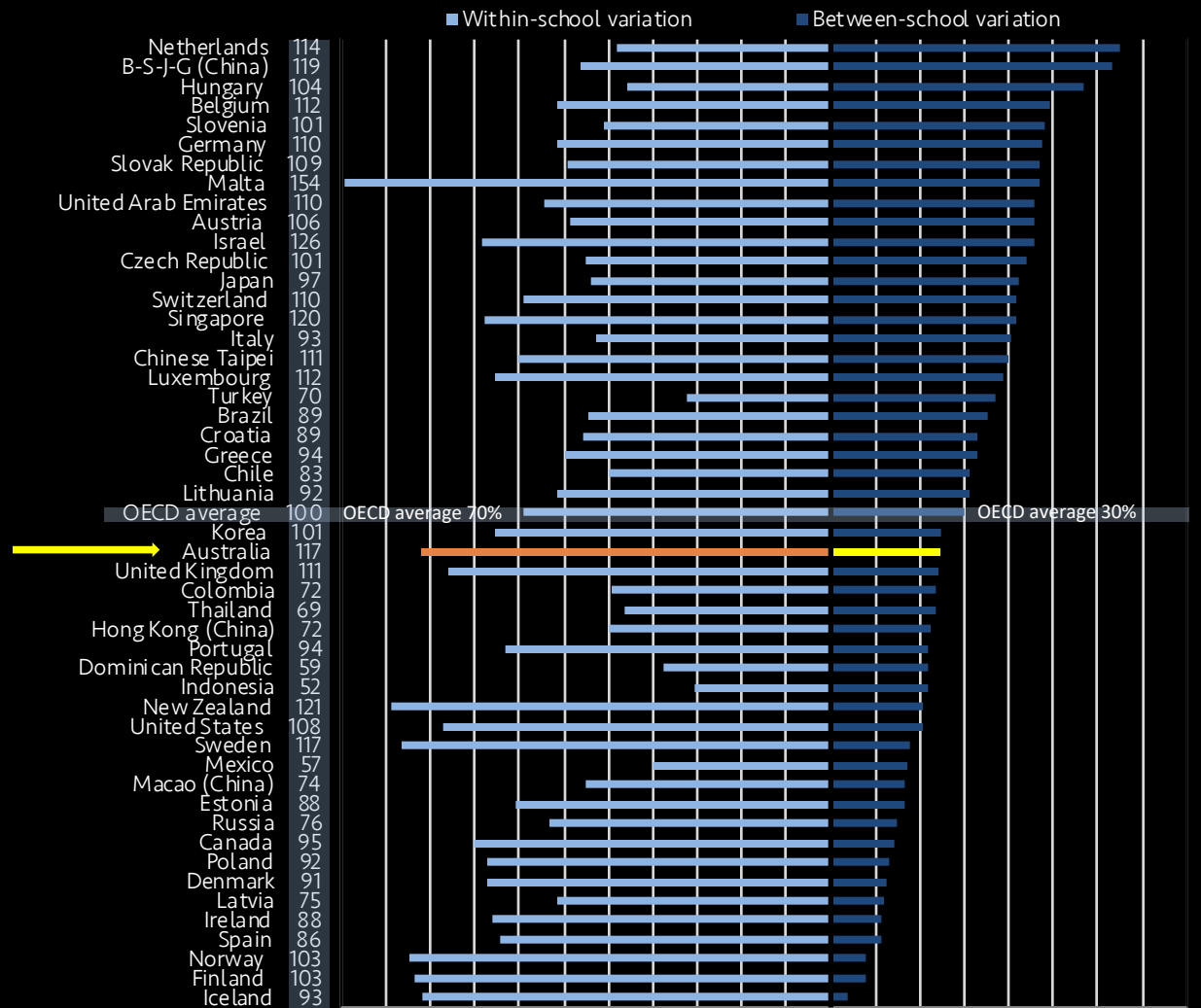


Allocation of educational resources vs. mathematics performance

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

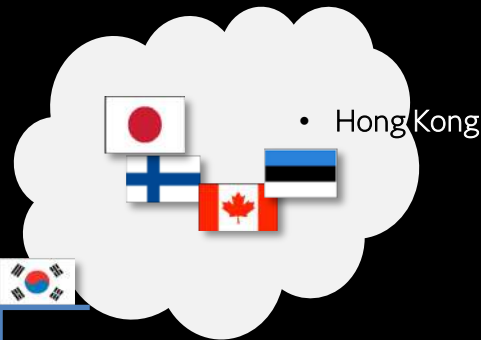


Equity vs. quality of educational outcomes

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)

Lesson 1:

“School choice advocates often argue that the introduction of market mechanisms in education 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.” –OECD, 2012

Lesson 2:

“There is no consistent evidence that private schools deliver better learning outcomes than public schools. Numerous risks, such as the exclusion of disadvantaged or less able or desirable students, social segregation, exploitation of families for profit and the undermining of public education.” –World Bank, 2017

What can you do?

1

Build the sense of
shared responsibility

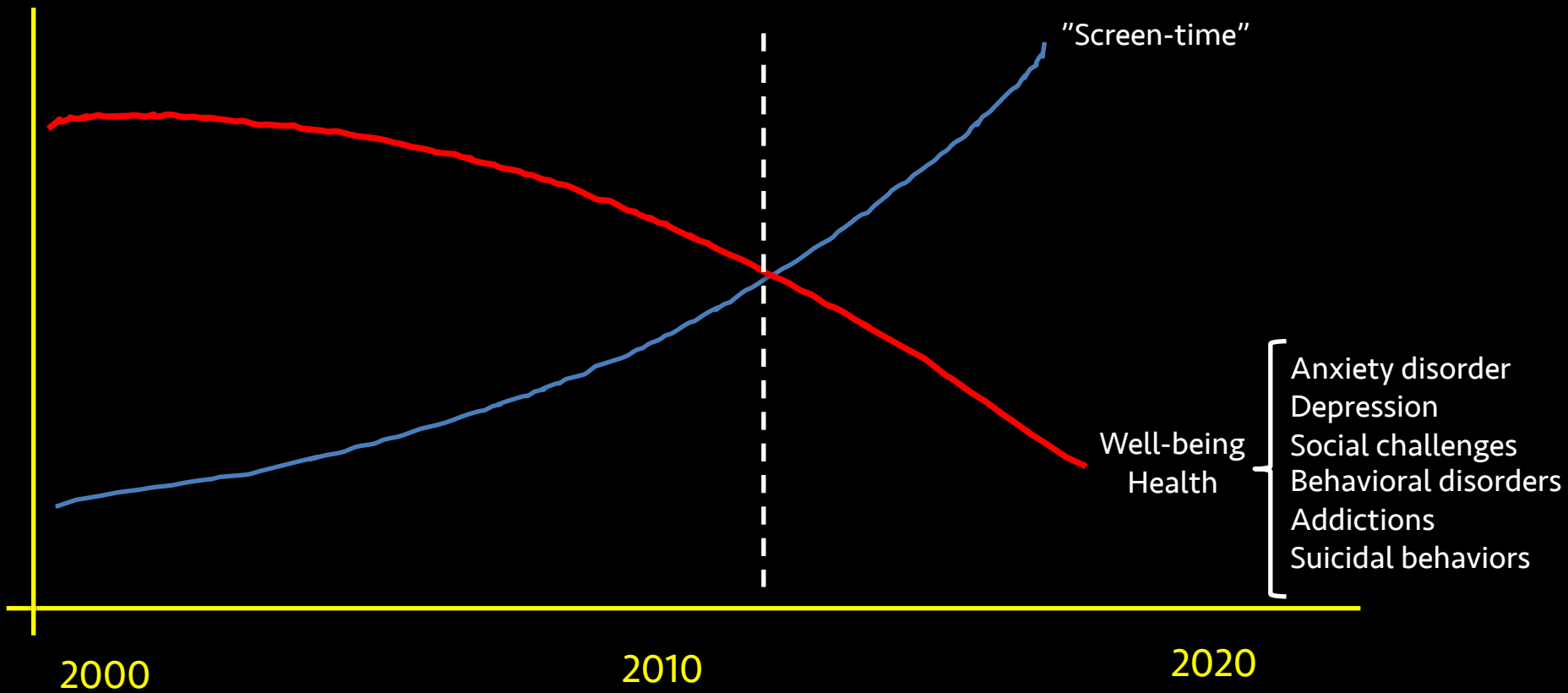
Strengthen common understanding of equity

Make time available for professional conversation

Make equity a driver to school improvement

2

Invest in well-being



Strengthen the whole-child approach

Secure healthy sleep and nutrition for all

Let the children play

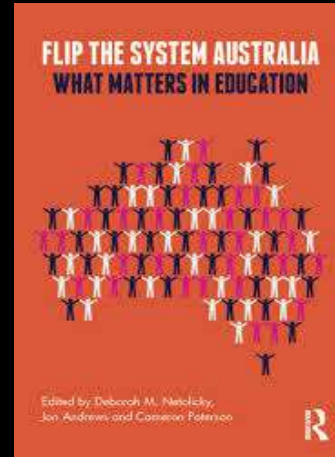
3

Reimagine special needs
education

“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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