

Inclusive education

Seeing quality and equity of education systems
through the prism of international comparisons

ICE, Geneva, 25 November 2008

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There is nowhere to hide

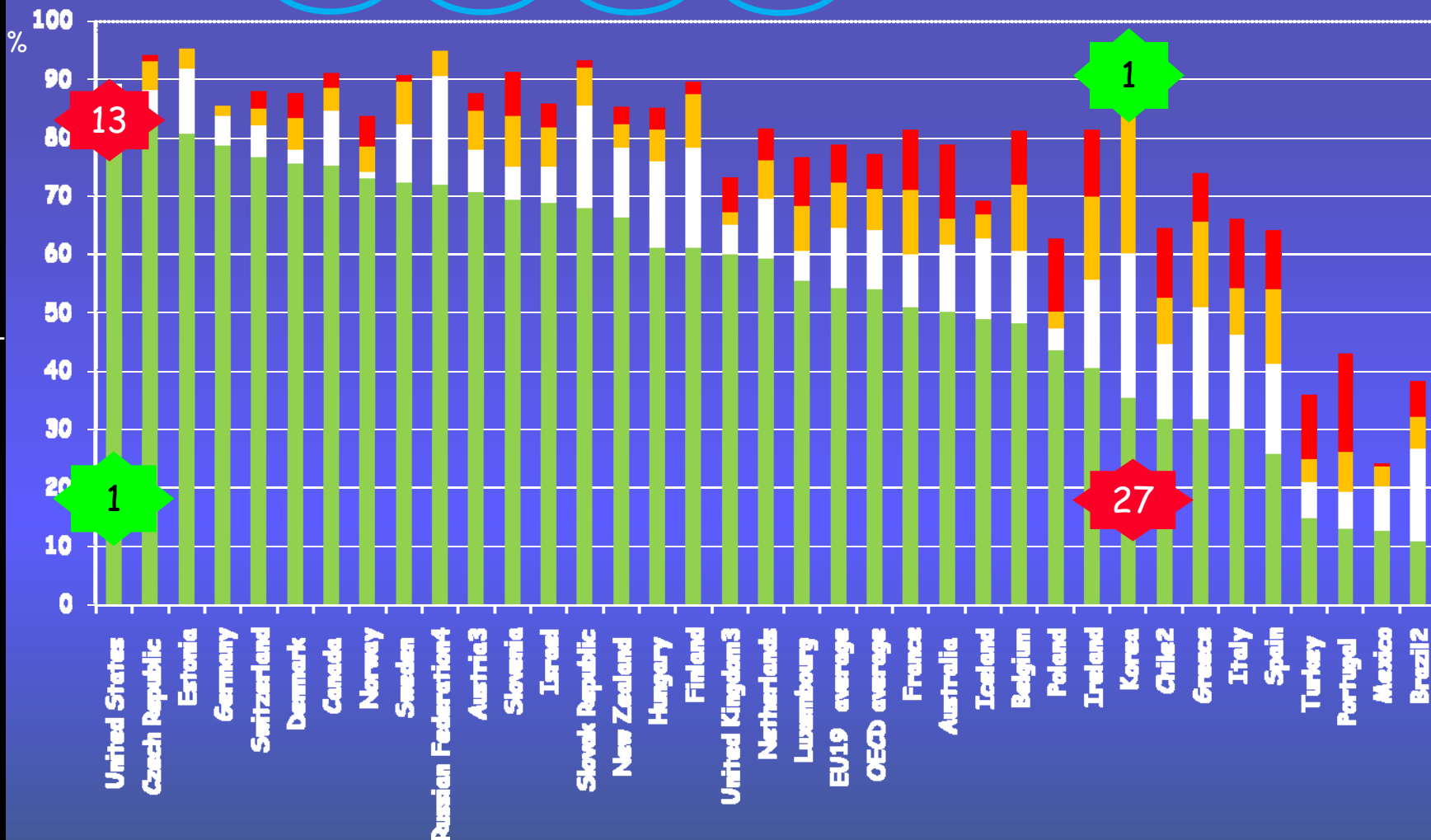
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A world of change in baseline qualifications

Approximated by percentage of persons with high school or equivalent qualifications in the age groups 55-64, 45-55, 45-44 und 25-34 years

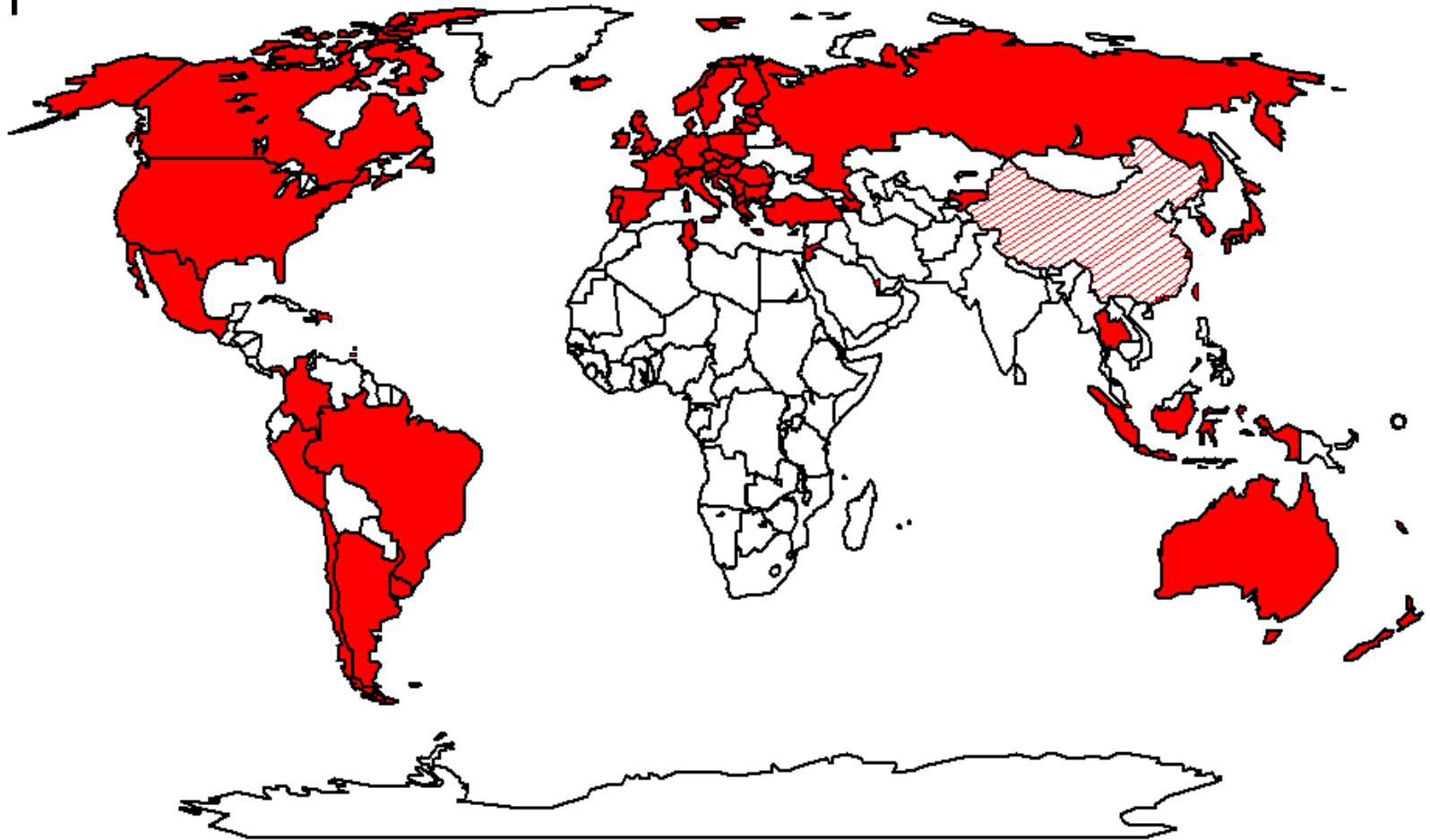


1. Excluding ISCED 3C short programmes
2. Year of reference 2004
3. Including some ISCED 3C short programmes
4. Year of reference 2003.

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OECD's PISA assessment of the knowledge and skills of 15-year-olds

Coverage of world economy 87%





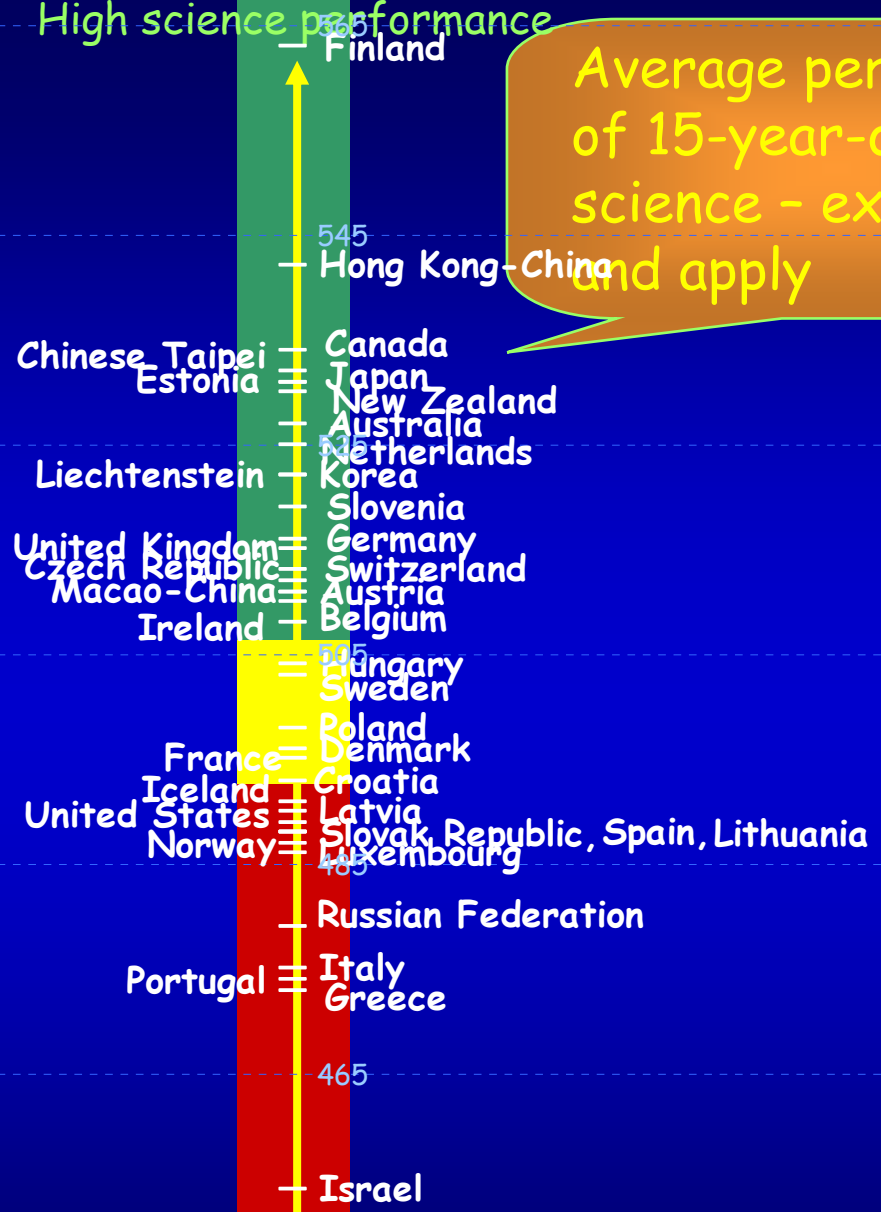
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High science performance

Average performance of 15-year-olds in science - extrapolate and apply



16

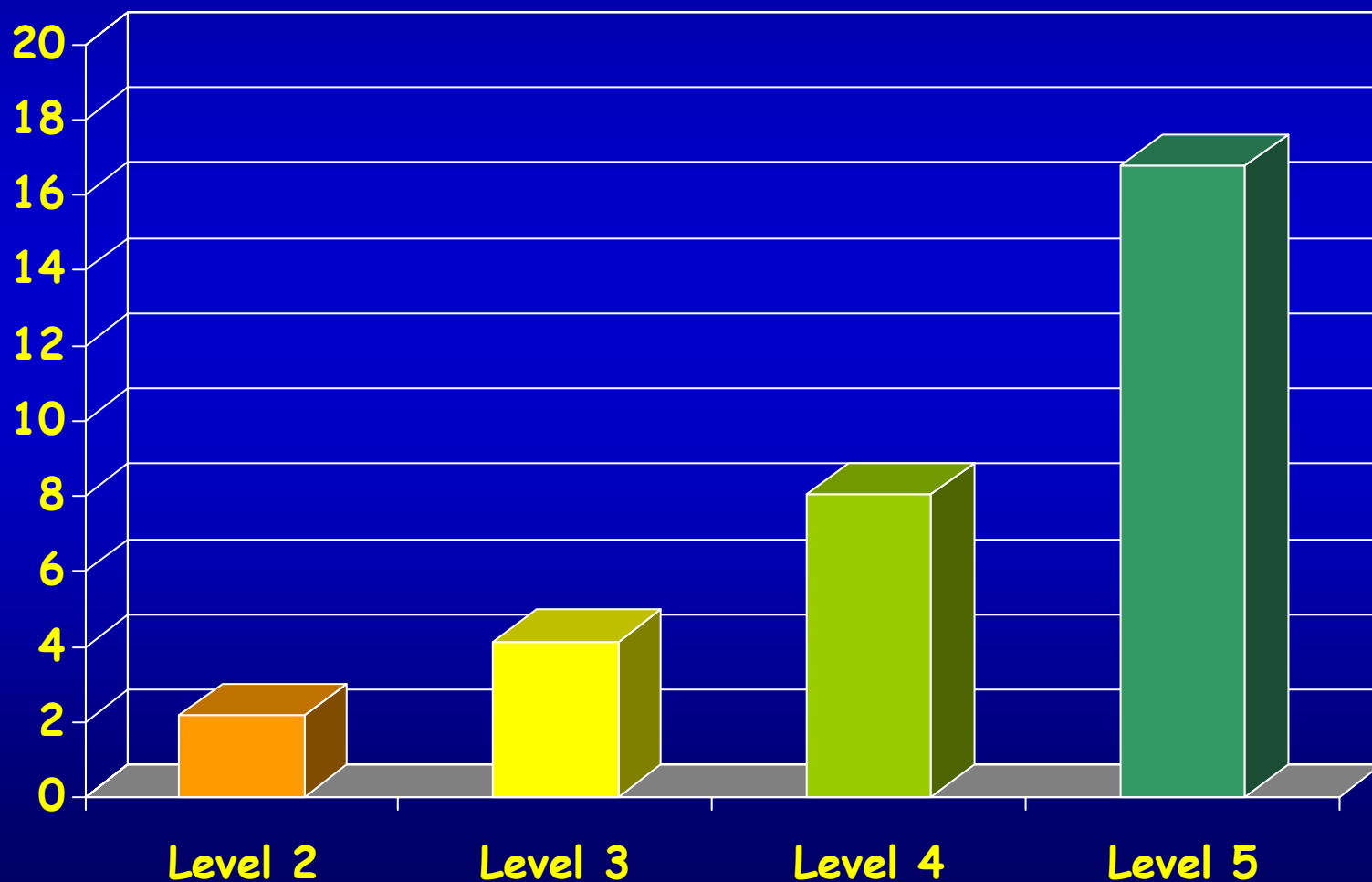
... 18 countries perform below this line

6

Low science performance

6

Increased likelihood of postsec. particip. at age 19 associated with reading proficiency at age 15 (Canada) after accounting for school engagement, gender, mother tongue, place of residence, parental, education and family income (reference group Level 1)



High science performance

High average performance

High average performance

Large socio-economic disparities

High social equity

Finland

545
Hong Kong-China

Chinese Taipei
Estonia
Canada
Japan
New Zealand
Australia
Netherlands
Liechtenstein
Korea
Slovenia
Germany
Switzerland
Austria
Belgium
Ireland

Strong socio-economic impact on student performance

Socially equitable distribution of learning opportunities

505
Hungary
Sweden

Poland
Denmark
France
Iceland
Croatia
United States
Latvia
Norway
Slovak Republic, Spain, Lithuania
Luxembourg

485
Russian Federation

Portugal
Italy
Greece

465

Low average performance

Low average performance

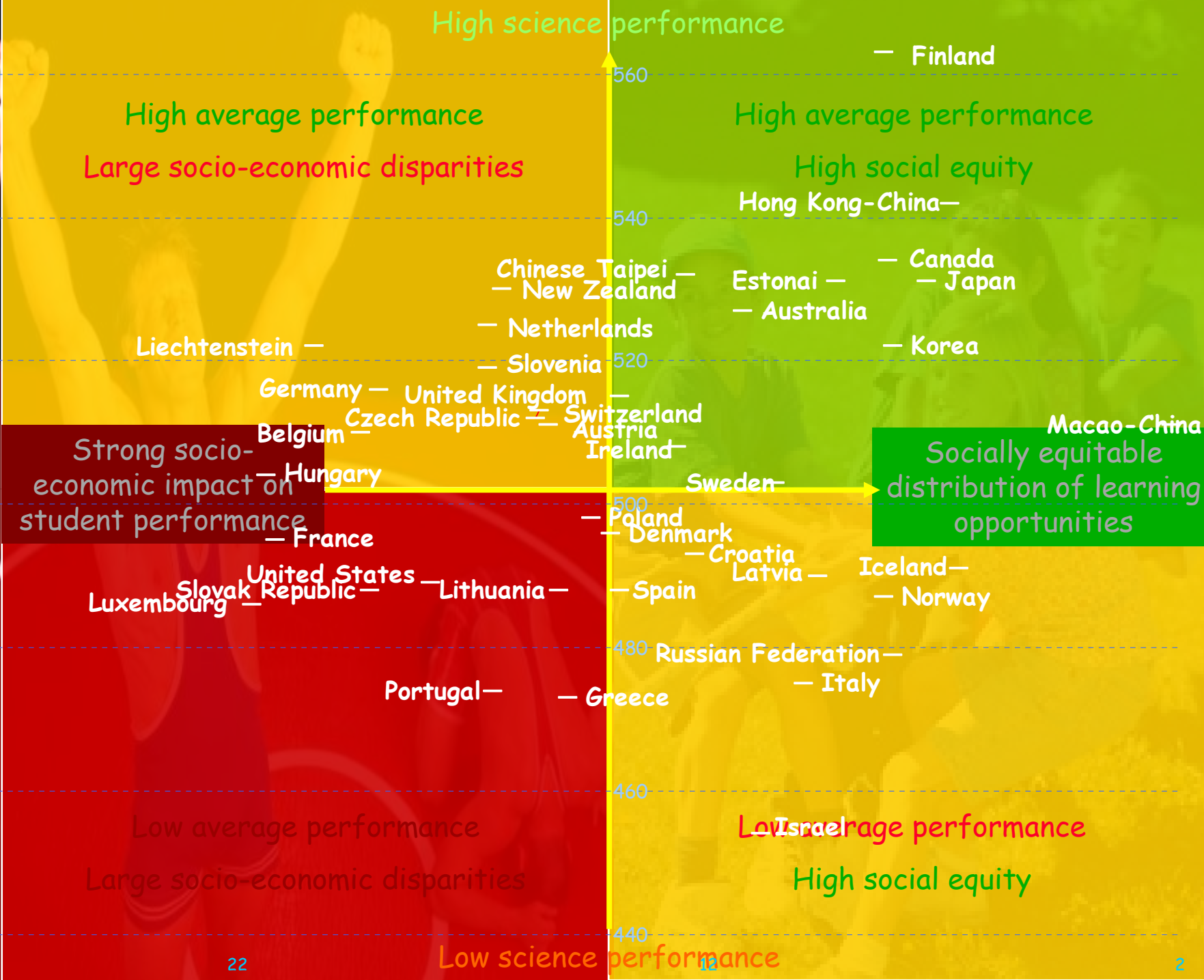
Large socio-economic disparities

High social equity

Israel

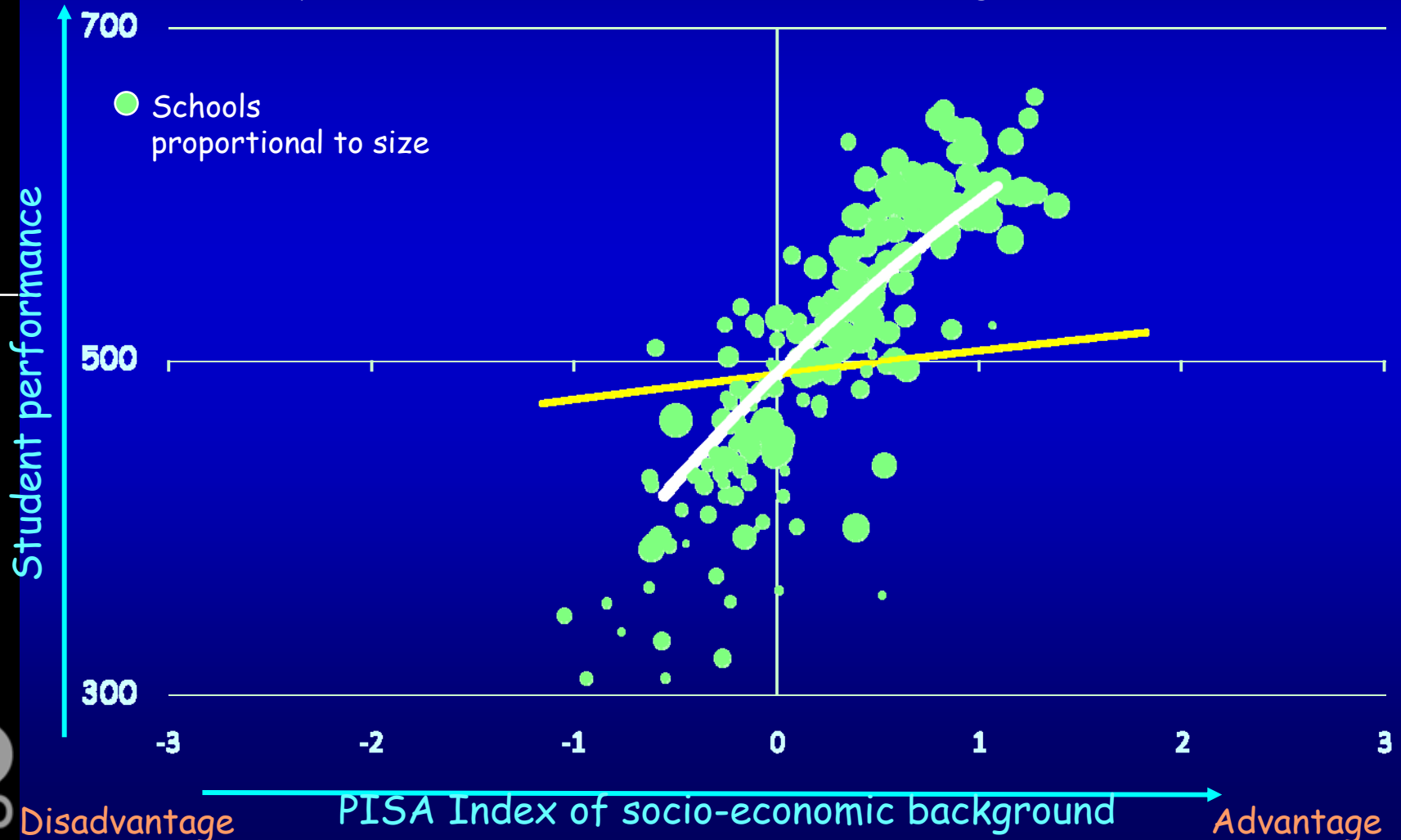
445

Low science performance



School performance and socio-economic background Germany

- Student performance and students' socio-economic background within schools
- School performance and schools' socio-economic background
- Student performance and students' socio-economic background



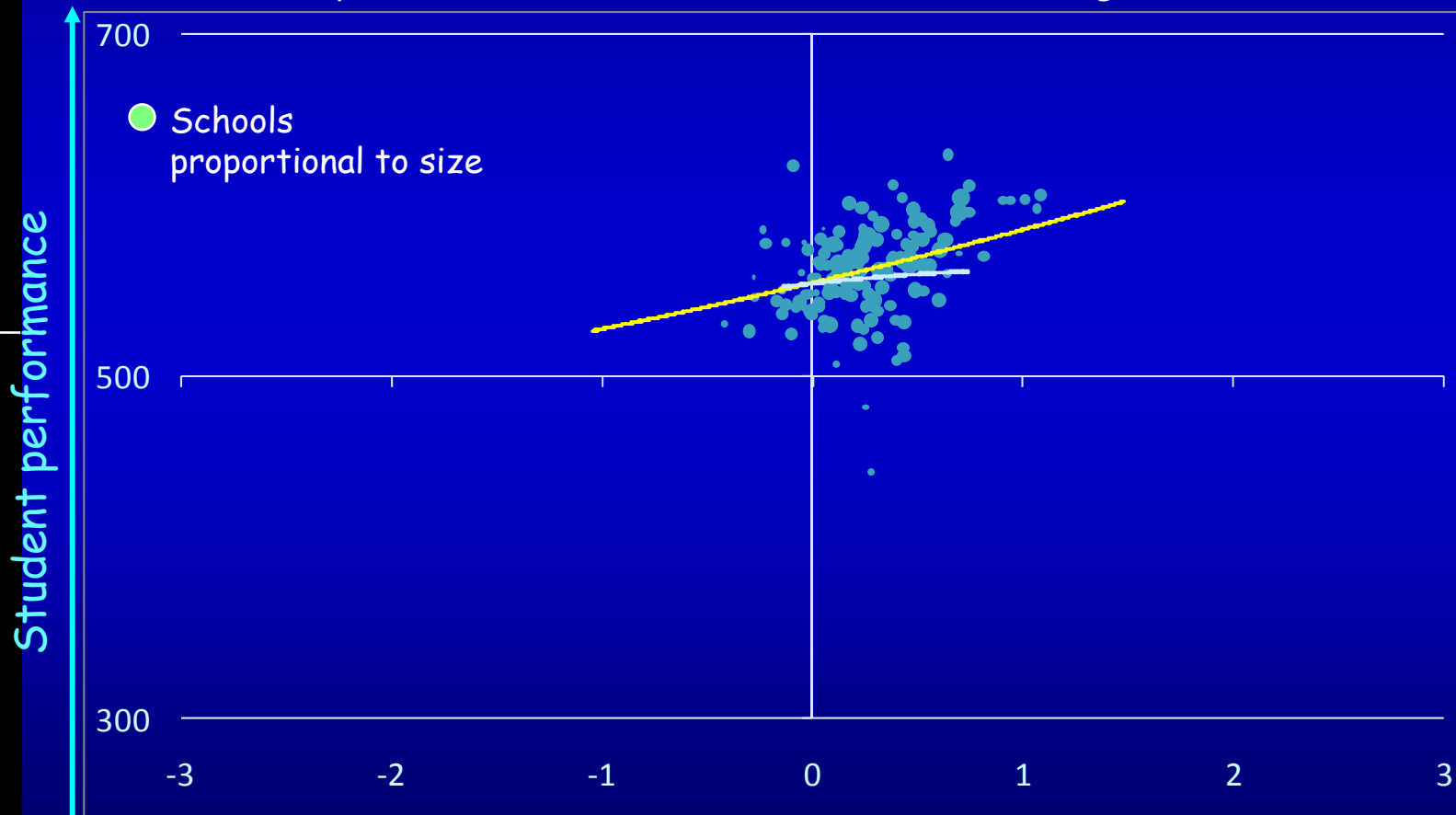
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Student performance

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School performance and socio-economic background Finland

- Student performance and students' socio-economic background within schools
- School performance and schools' socio-economic background
- Student performance and students' socio-economic background



Disadvantage

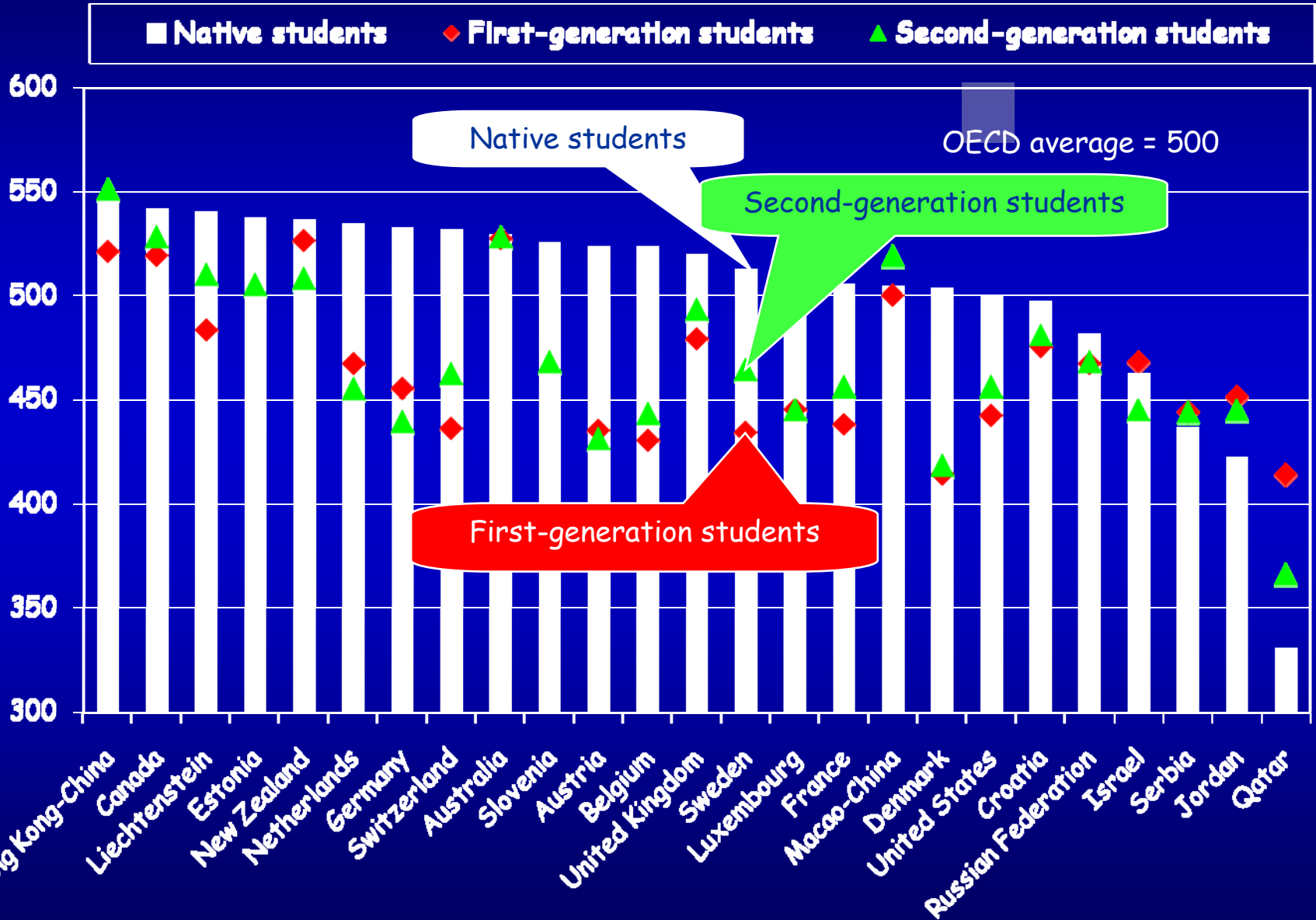
PISA Index of socio-economic background

Advantage

Immigrants and science performance

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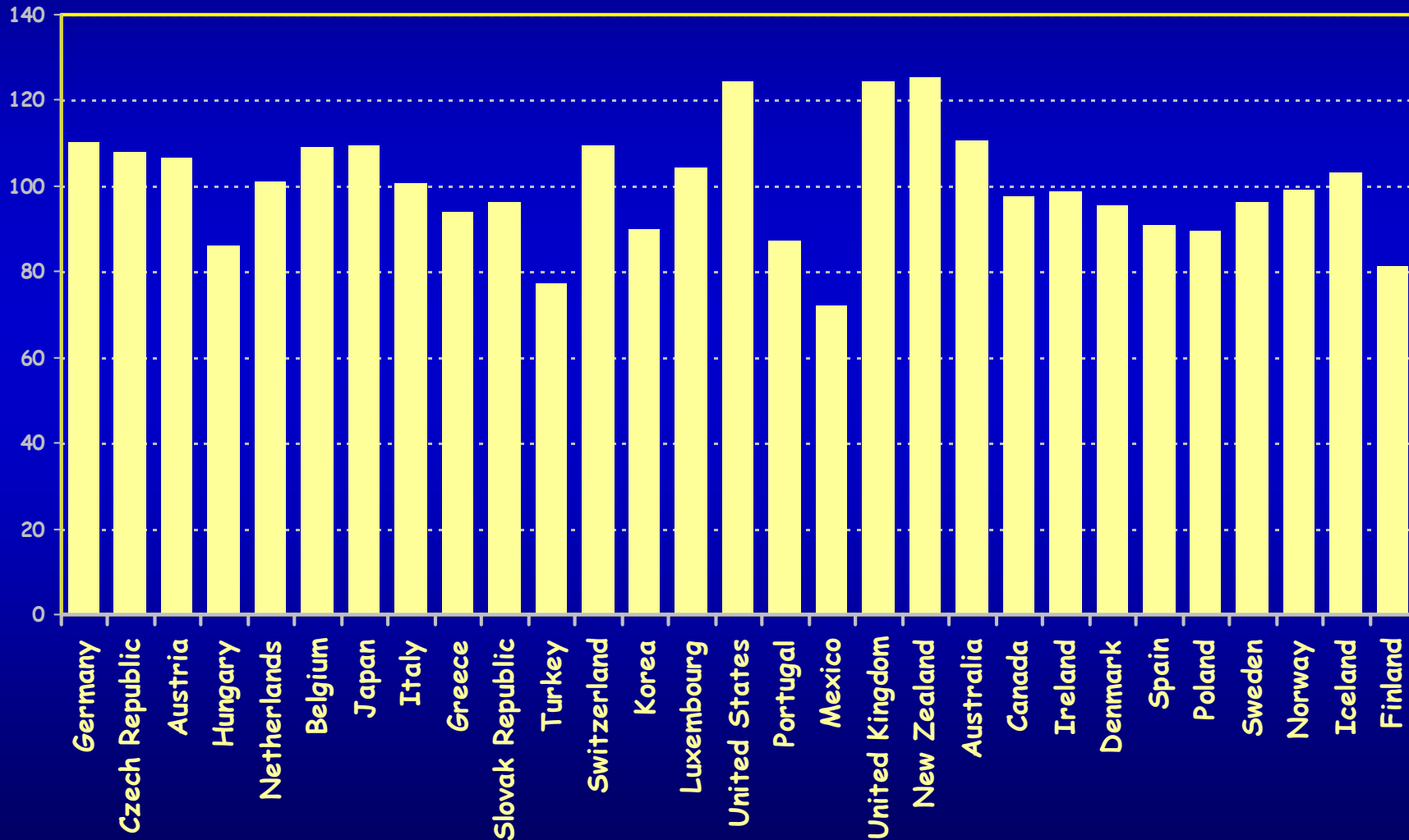
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Variation in student performance

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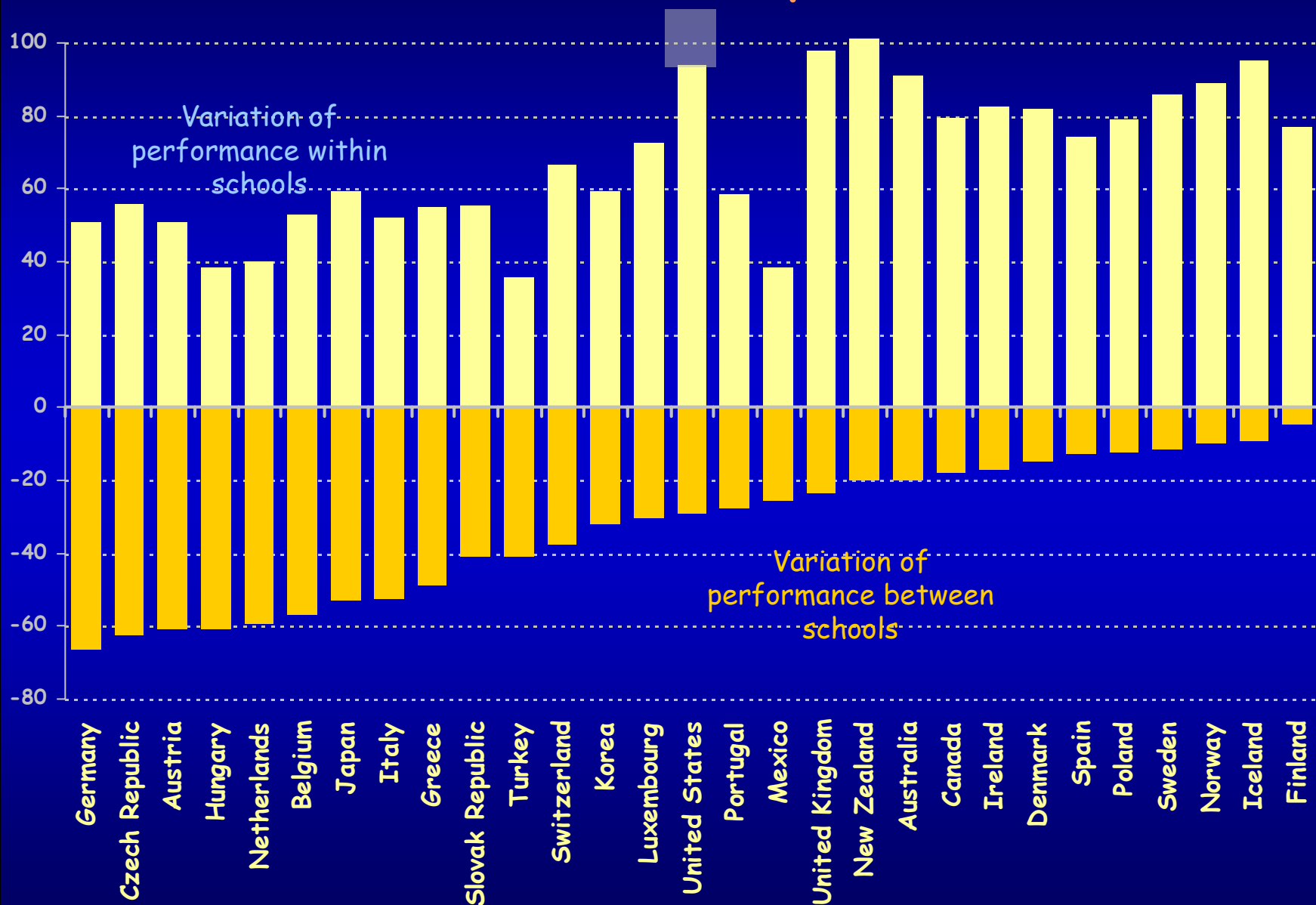
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Variation in student performance

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How to get there

Some policy levers that emerge
from international comparisons

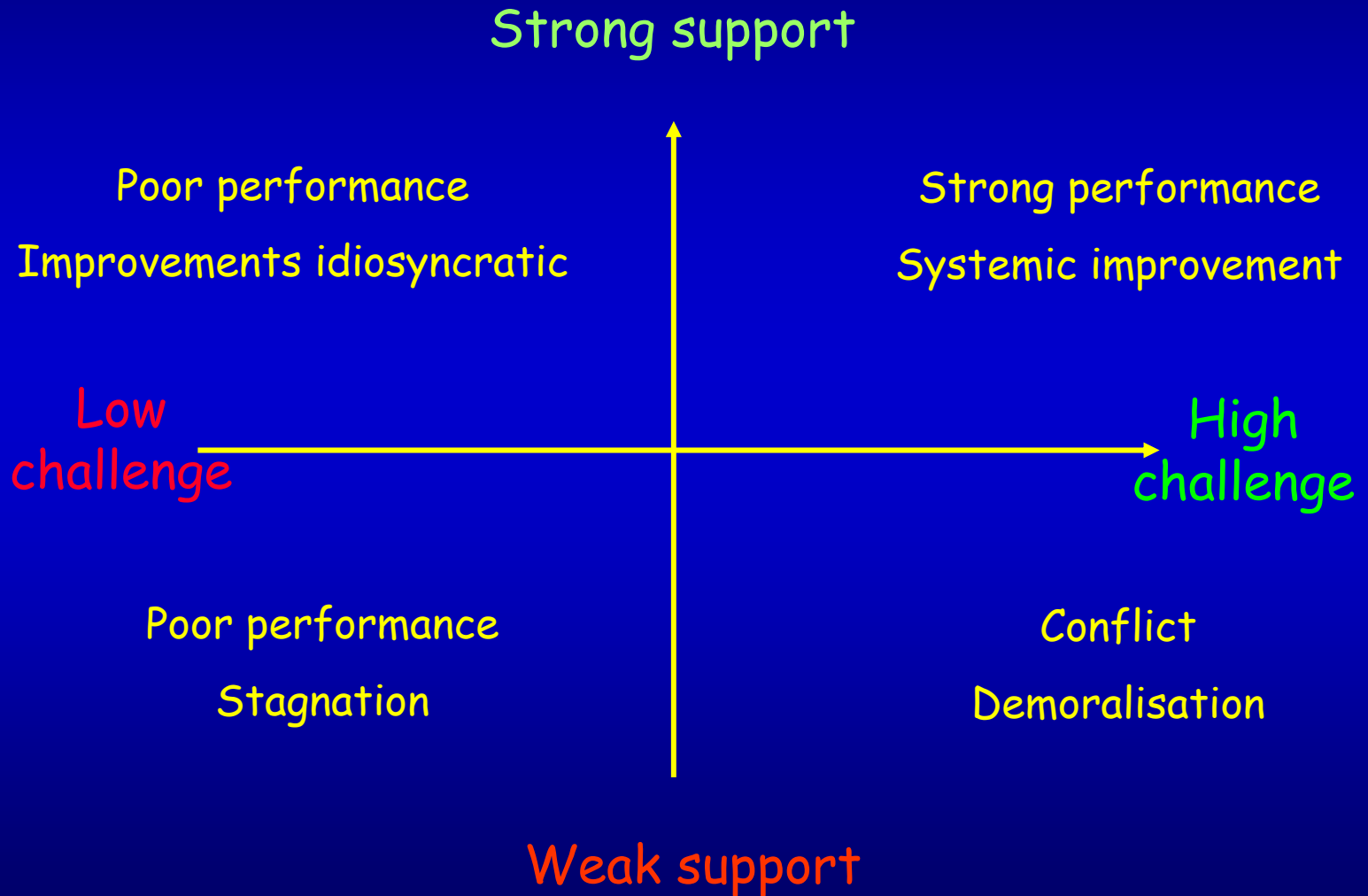


High ambitions
and universal standards

Rigor, focus and
coherence

Great systems attract
great teachers and
provide access to best
practice and quality
professional
development

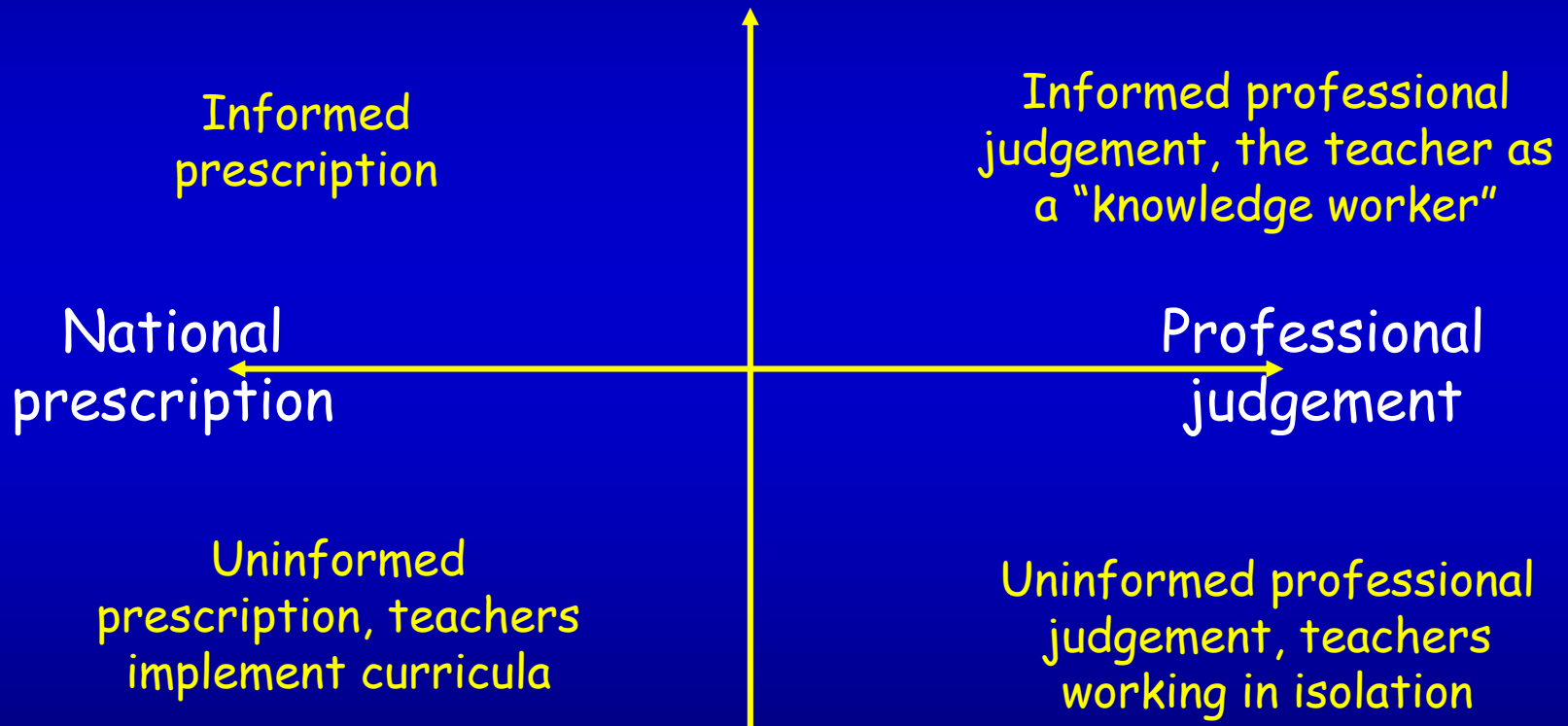
Challenge and support



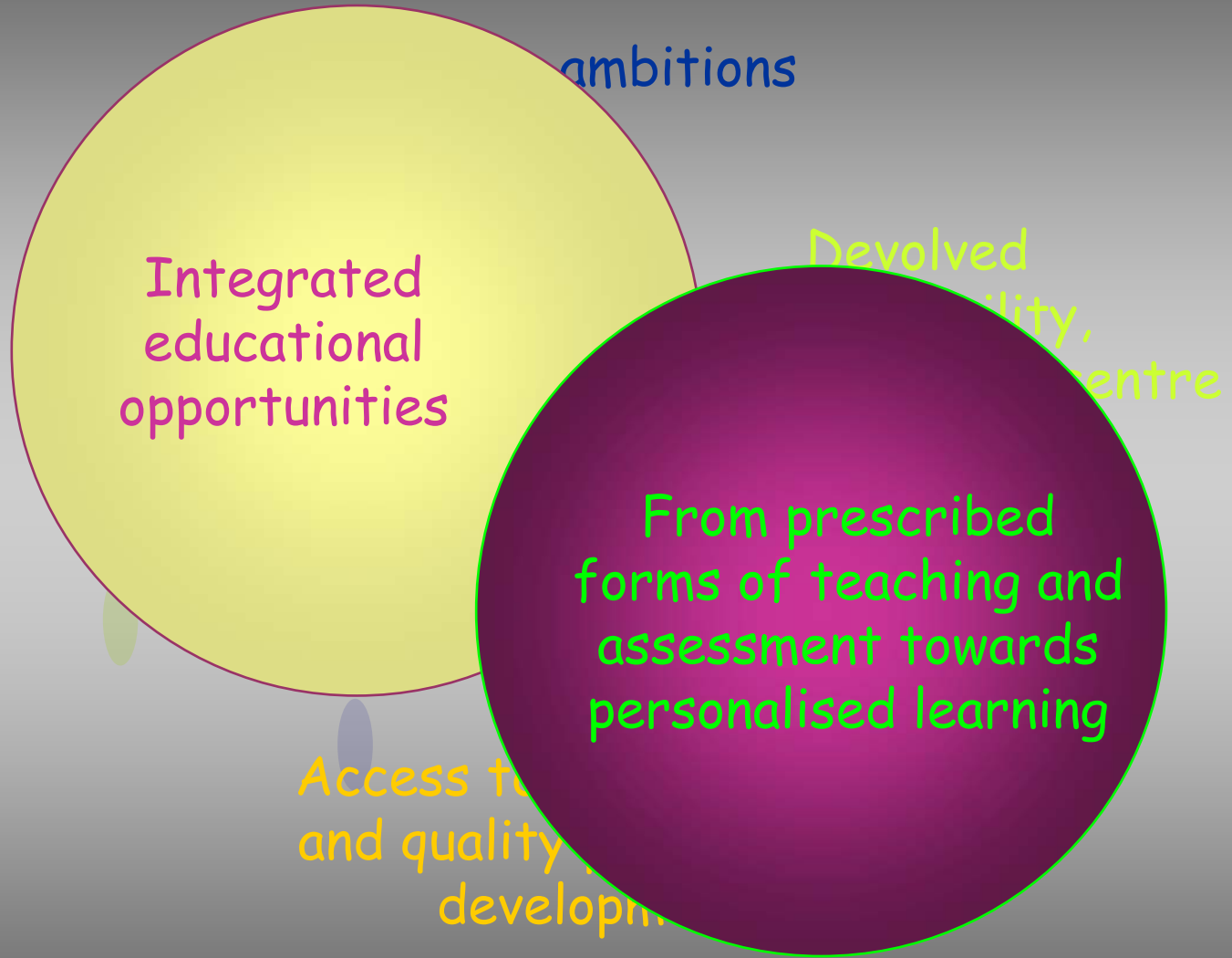


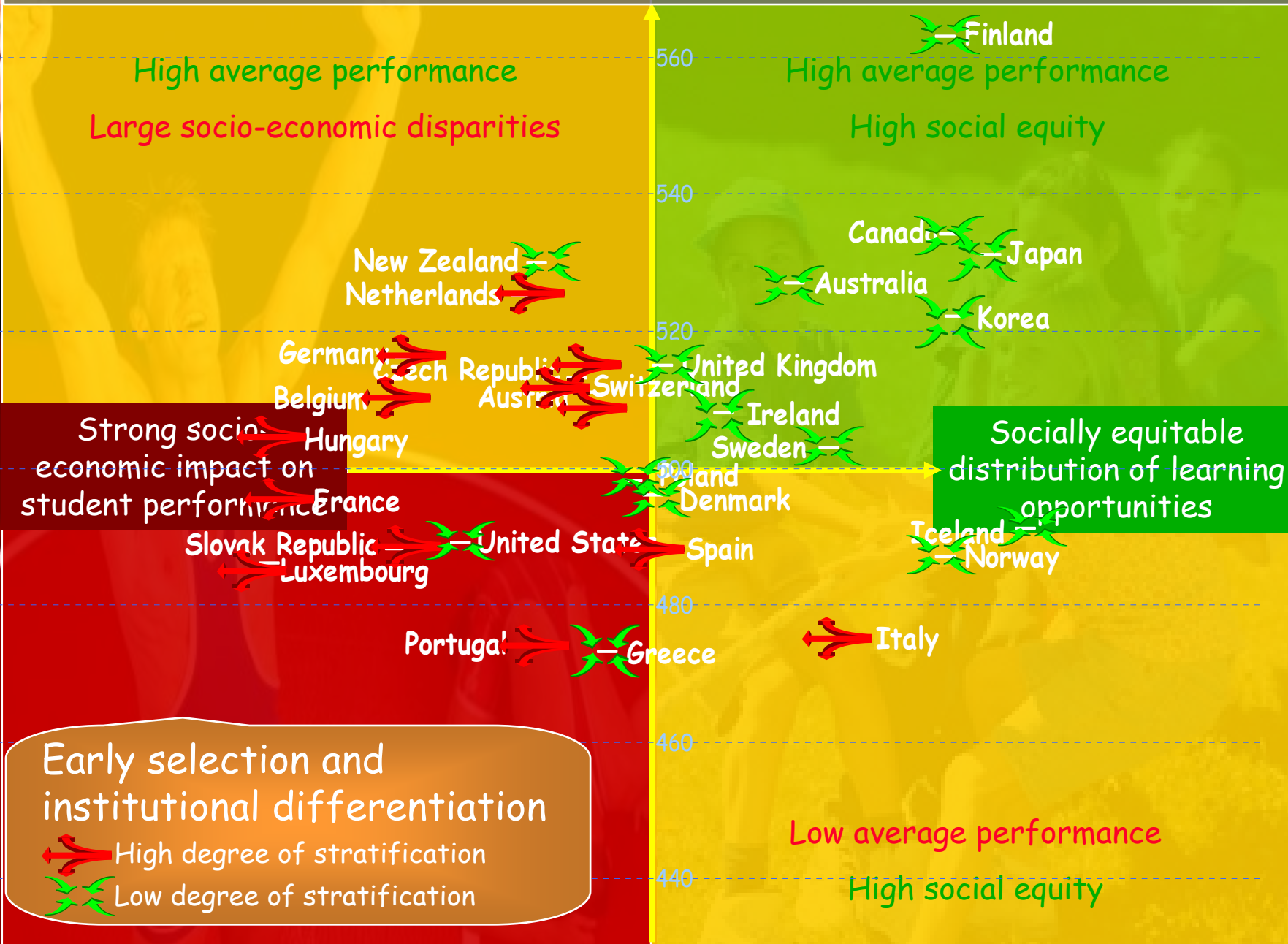
Creating a knowledge-rich profession in which schools and teachers have the authority to act, the necessary knowledge to do so wisely, and access to effective support systems

The future of education systems is "knowledge rich"



The tradition of education systems has been "knowledge poor"





Large socio-economic disparities

High average performance

High social equity

New Zealand
Netherlands

Canada
Australia
Japan
Korea

Germany
Czech Republic
Switzerland
United Kingdom
Belgium
Austria
Ireland
Sweden

Strong socio-economic impact on student performance

Socially equitable distribution of learning opportunities

Slovak Republic
United States
Luxembourg
Spain

Iceland
Norway

Portugal
Greece
Italy

Early selection and institutional differentiation

- High degree of stratification
- Low degree of stratification

Low science performance

Low average performance

High social equity

Some conclusions on inclusion

r Design

- Limit early tracking and postpone academic selection
- Manage school choice so as to contain the risks to equity
- In upper secondary education, provide attractive alternatives, remove dead ends and prevent dropout
- Offer second chances to gain from education

r Practices

- Identify and provide systematic help to those who fall behind at school and reduce year repetition
- Strengthen the links between school and home to help disadvantaged parents help their children to learn
- Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education

r Resourcing

- Provide strong education for all, giving priority to early childhood provision and basic schooling
- Direct resources to students and regions with the greatest needs
- Set concrete targets for more equity, particularly related to low school attainment and dropouts .

Some paradigm shifts

The old bureaucratic education system

The modern enabling education system

Hit & miss> Universal high standards

Uniformity> Embracing diversity

Provision> Outcomes

Bureaucratic - look up> Devolved - look outwards

Talk equity> Deliver equity

Received wisdom> Data and best practice

Prescription> Informed profession

Demarcation> Collaboration

- www.oecd.org; www.pisa.oecd.org
 - All national and international publications
 - The complete micro-level database
- email: pisa@oecd.org

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Thank you !

... and remember:

Without data, you are just another person with an opinion