

France Strategie

QUELLES PRIORITES EDUCATIVES POUR 2017-2027

Question:

Que faut-il changer dans l'École pour qu'elle fasse progresser l'ensemble des élèves et réduise le poids des déterminismes sociaux ? Faut-il investir davantage ? Enseigner autrement ?

Contribution:

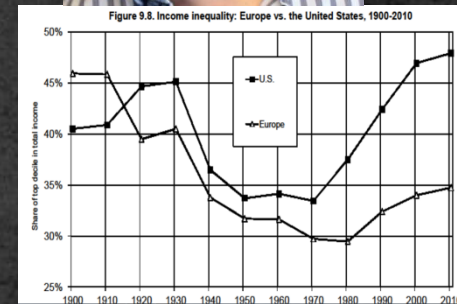
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Juin, 2016

Investing in equity in education is key

PIKETTY (2014)

- Increasing wealth inequalities ($r > g$) have negative consequences.
- Knowledge and skills diffusion are key to productivity growth and reduction of inequality.
- For greater convergence in growth, need for progressive wealth tax and invest in education and skills for the more disadvantaged.



CINGANO (2014)

- Income inequality has negative impact on further growth
- Wider gaps in income prevent skills development among low SES and generate more inequality and prevent growth
- Inequality affects growth: *Undermining education opportunities for low SES children. lowering social mobility and hampering skills development.*

In fact, EQUITY goes hand in hand with QUALITY

Education failure imposes **high costs** to individuals and to society

It limits capacity of economies to grow and innovate

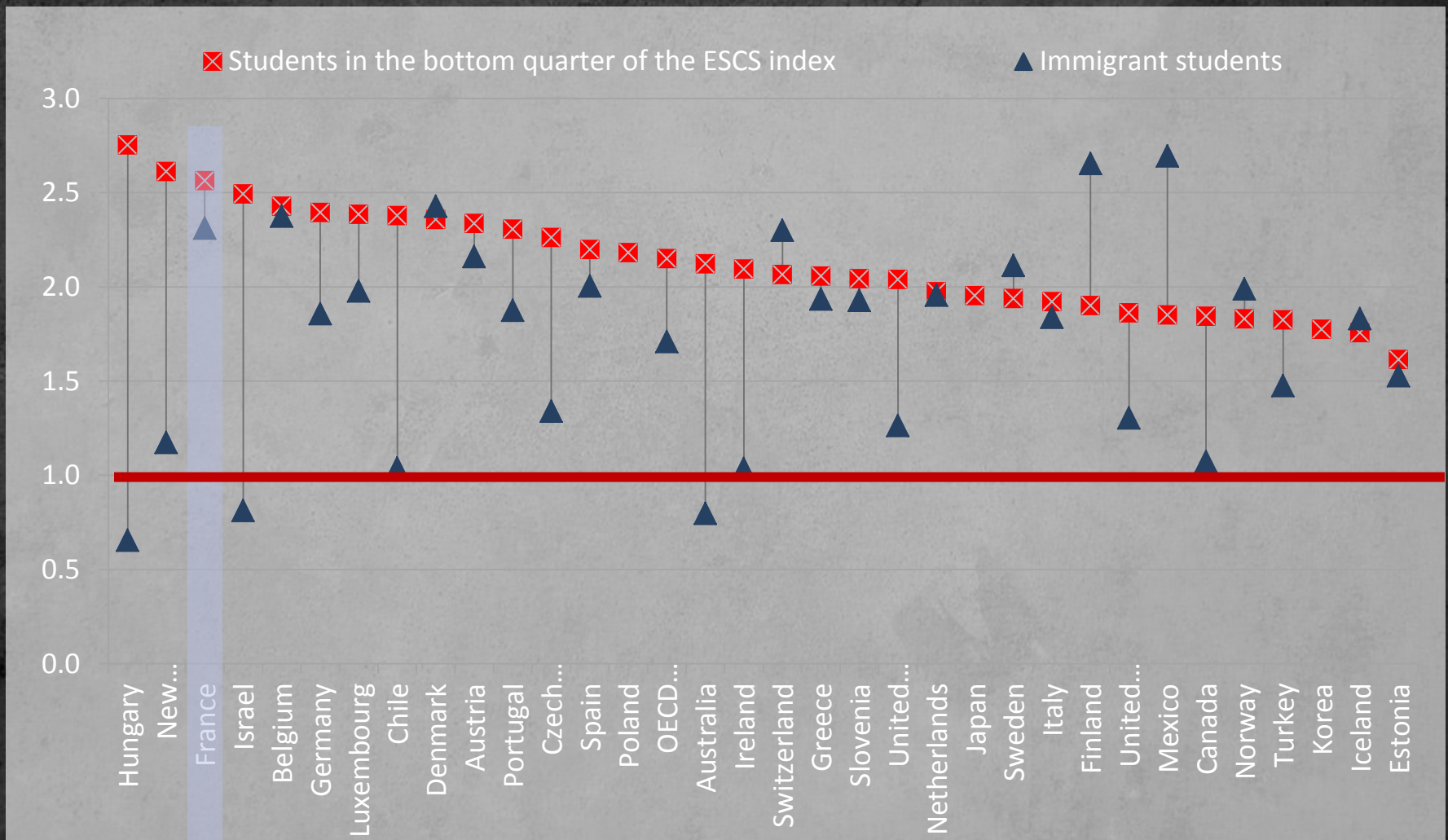
Damages social cohesion and mobility and is expensive:

Higher public health expenditures

Higher welfare, increased criminality

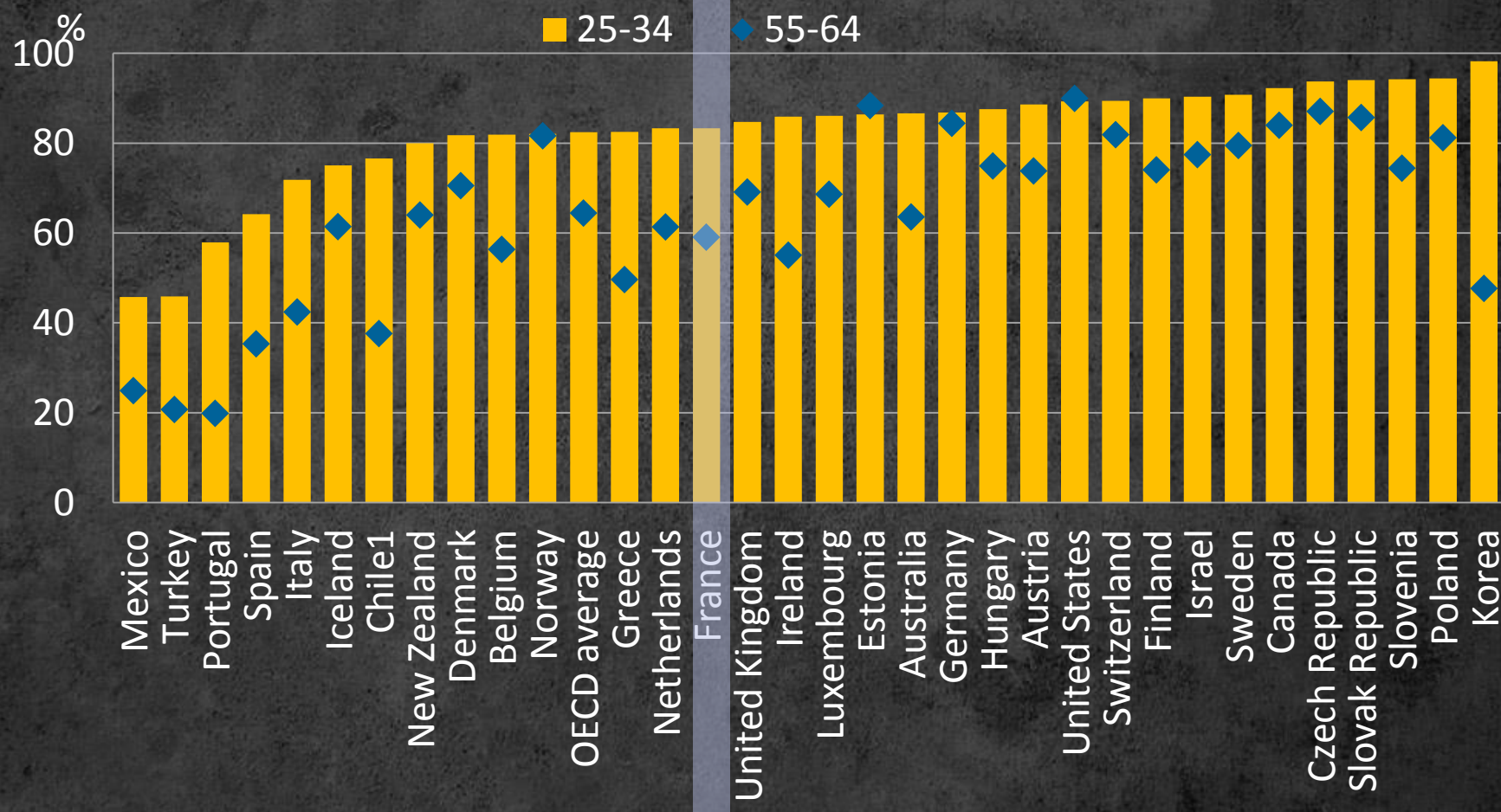
Challenge: The impact of background on performance is strong (PISA 2012)

Relative risk of scoring in bottom quarter in PISA mathematics 2012



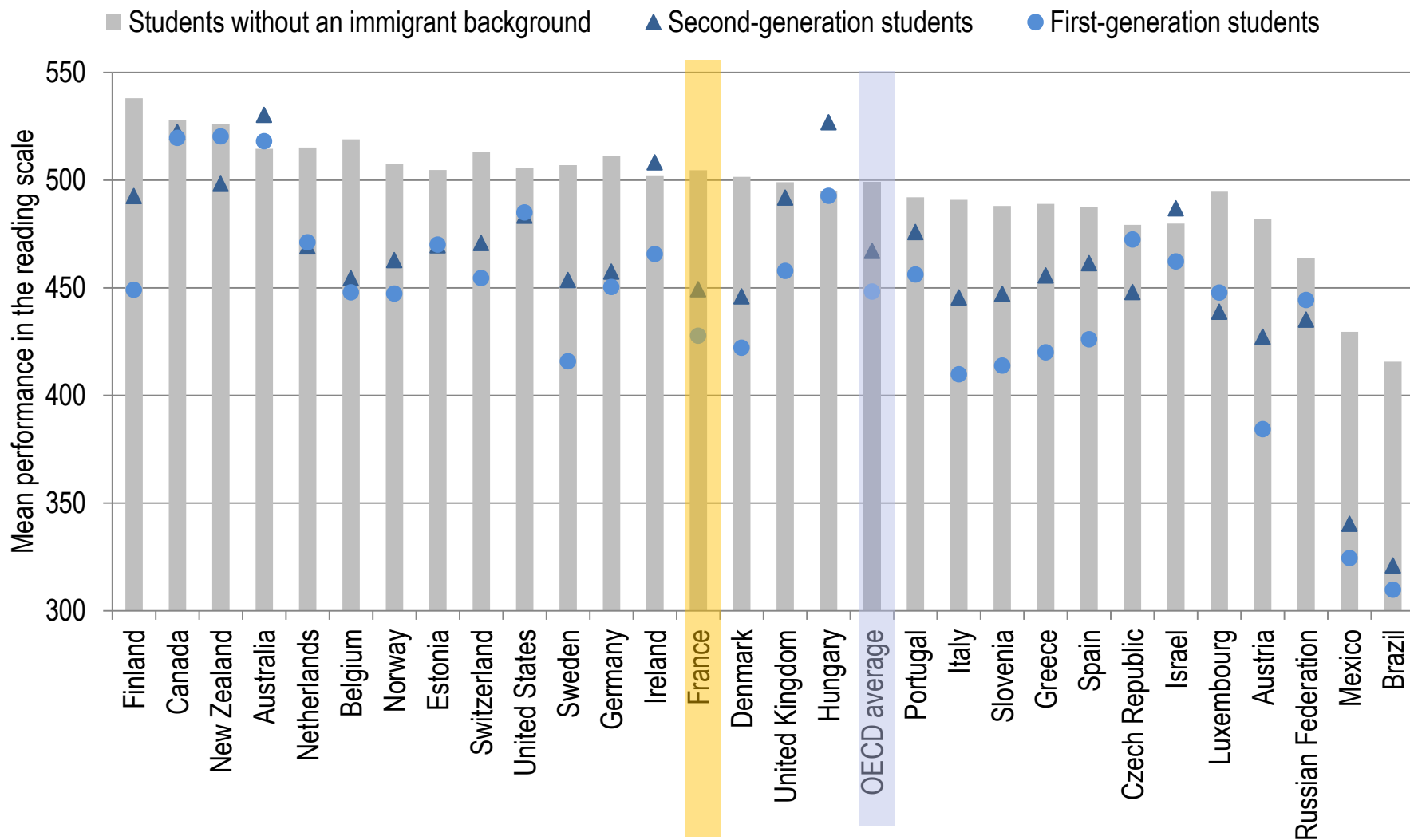
Challenge: The share of those who do not complete remains high (EAG 2014)

% of those who have not completed upper secondary education, 2012

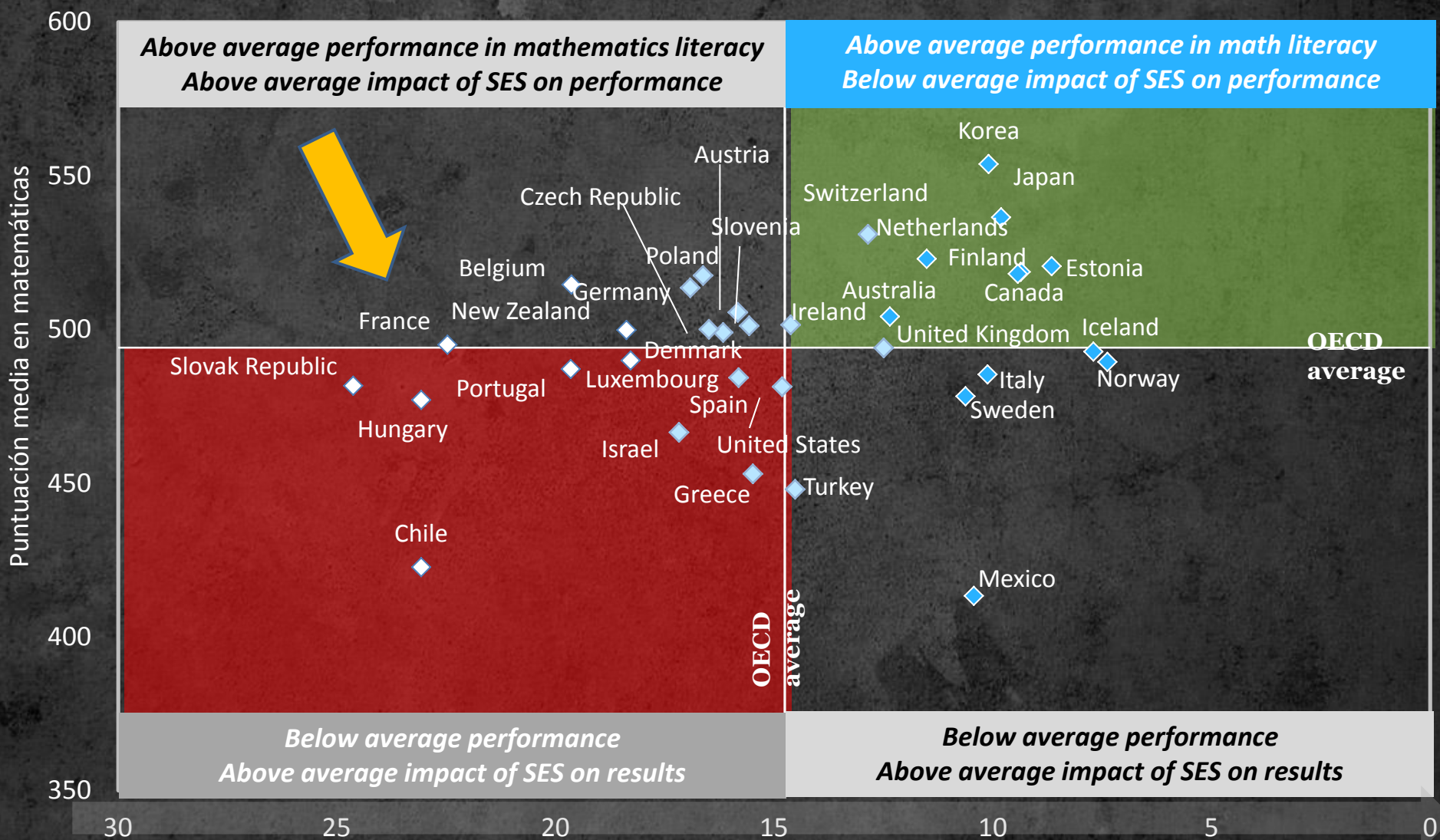


Challenge: reading gap between immigrant students and natives

Reading performance by immigrant status in PISA (2009)



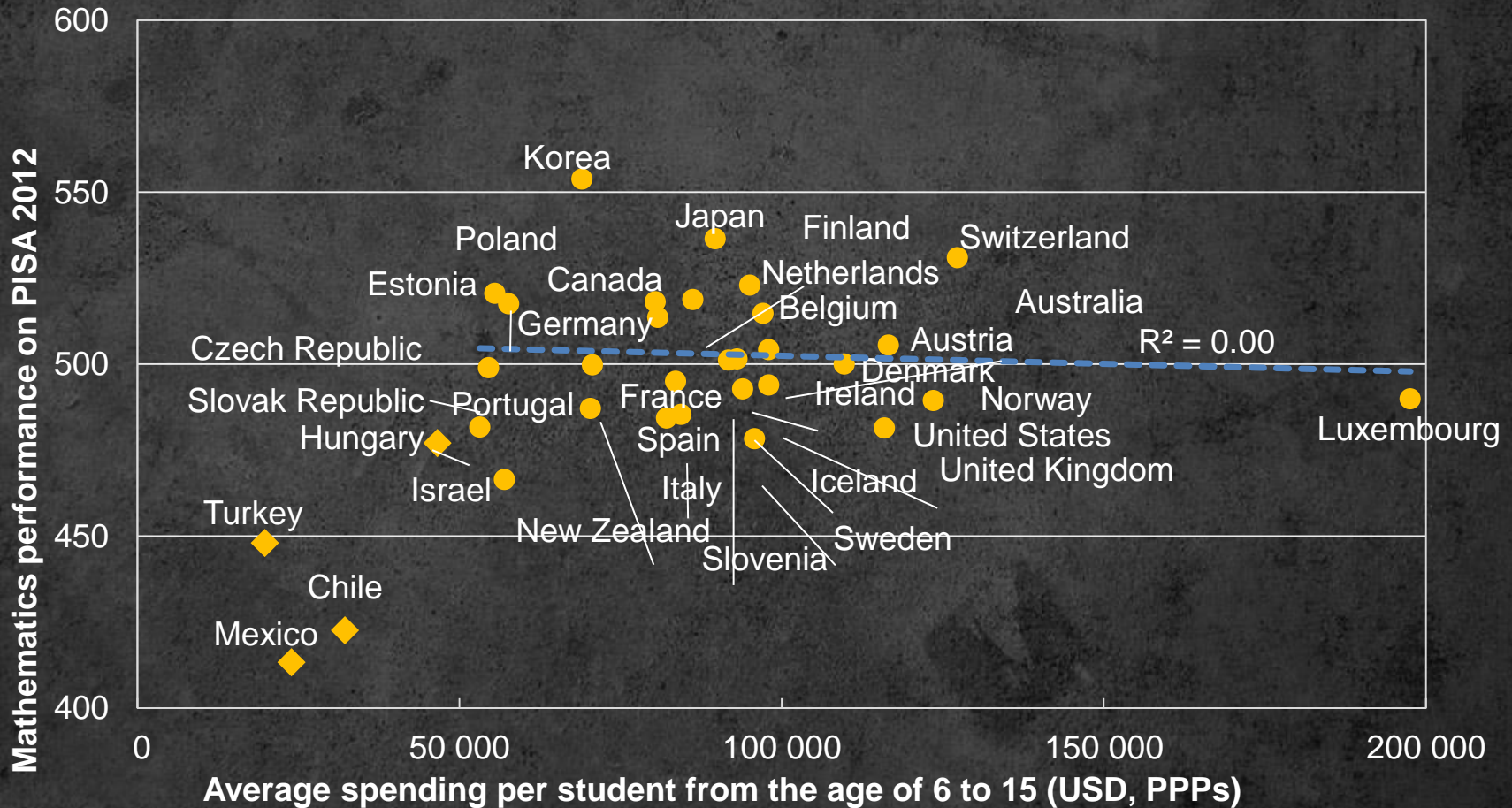
Achieving equity with quality



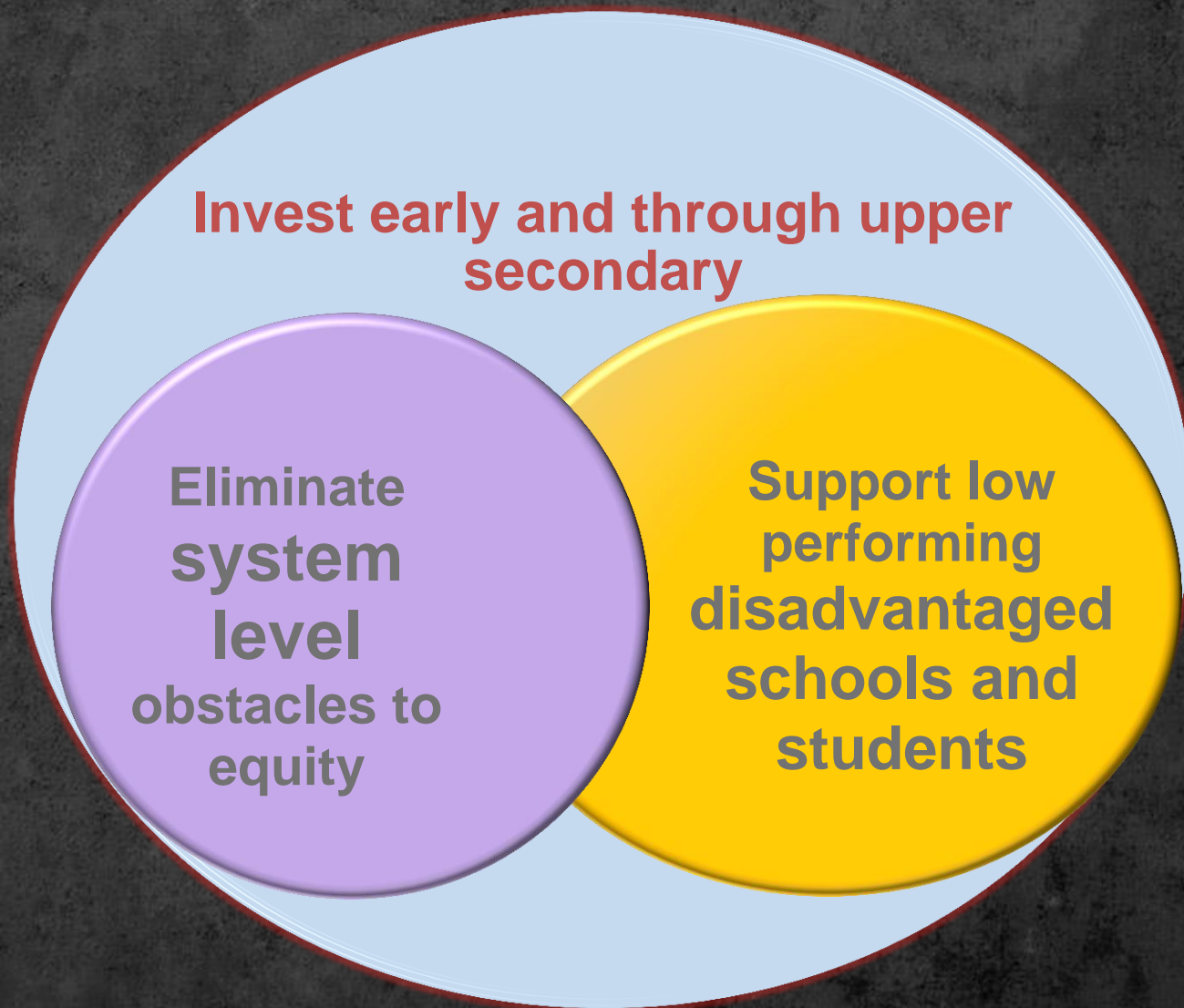
Porcentaje de variación en el rendimiento explicado por el índice PISA de los derechos económicos, sociales y culturales status

It is not how much but how money is invested that matters

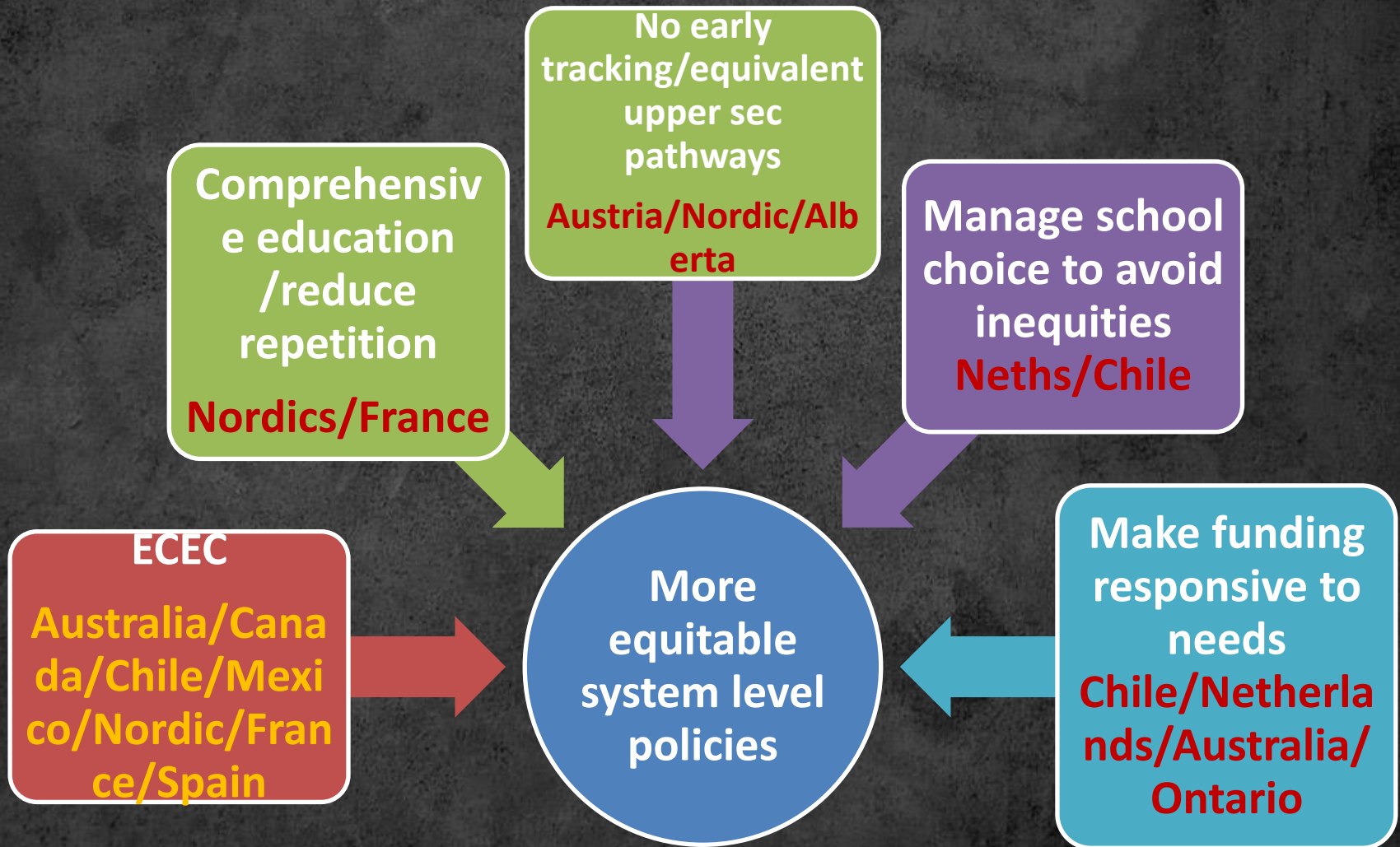
Spending per student and average math performance, PISA 2012



Policies to achieve more equitable education systems

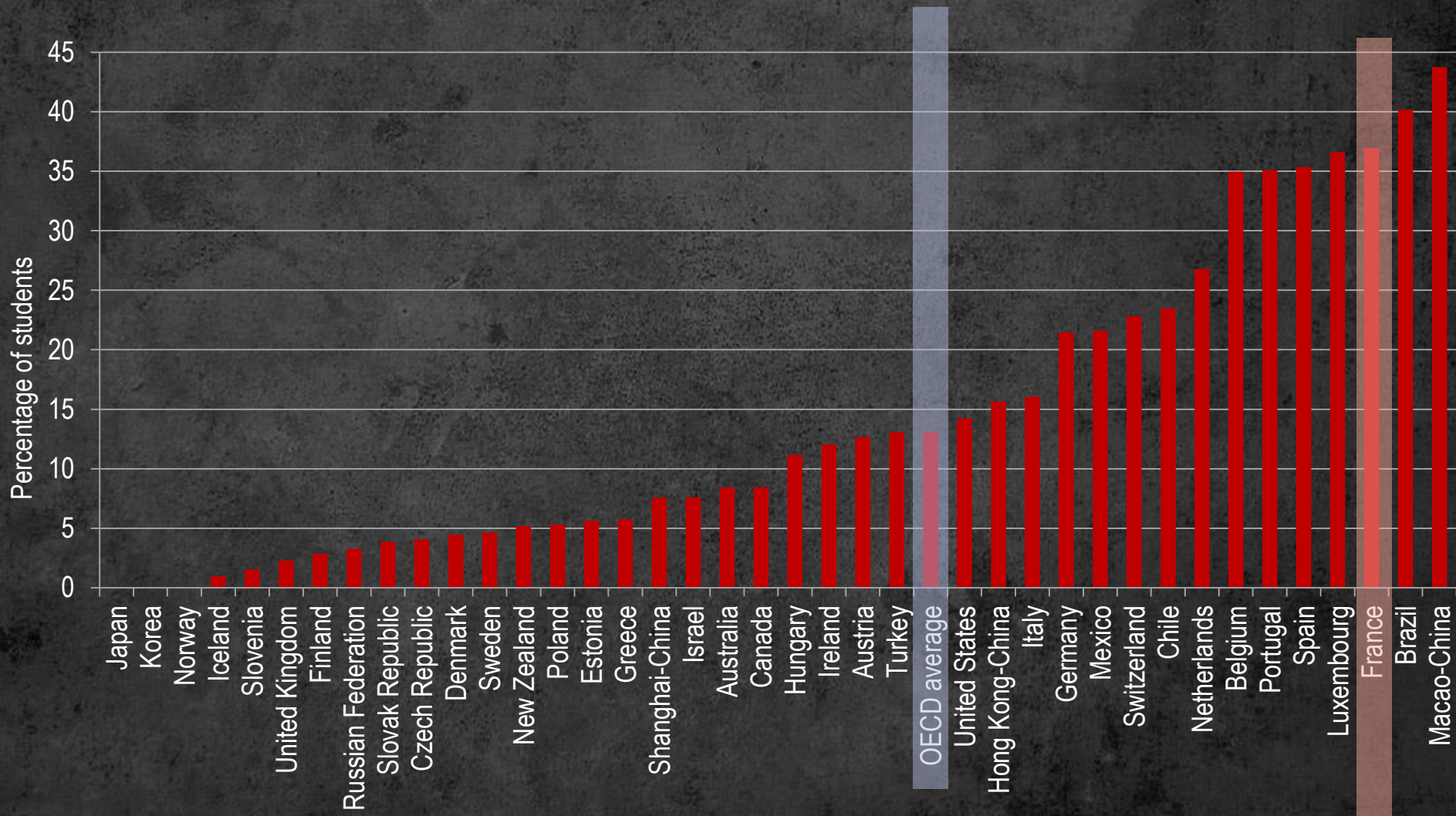


Avoid system level policies that hinder equity



Year repetition as a learning strategy?

% of students aged 15 who have repeated at least 1 year, PISA 2009



Policy options to eliminate grade repetition

- Ensure continuous assessment and support strategies

Preventive measures

Promotion with support

- A structured and engaging plan of support

- Raise awareness and set targets and incentives

Reverse repetition culture in schools and society

In Finland, students who are having difficulty receive individualised support.

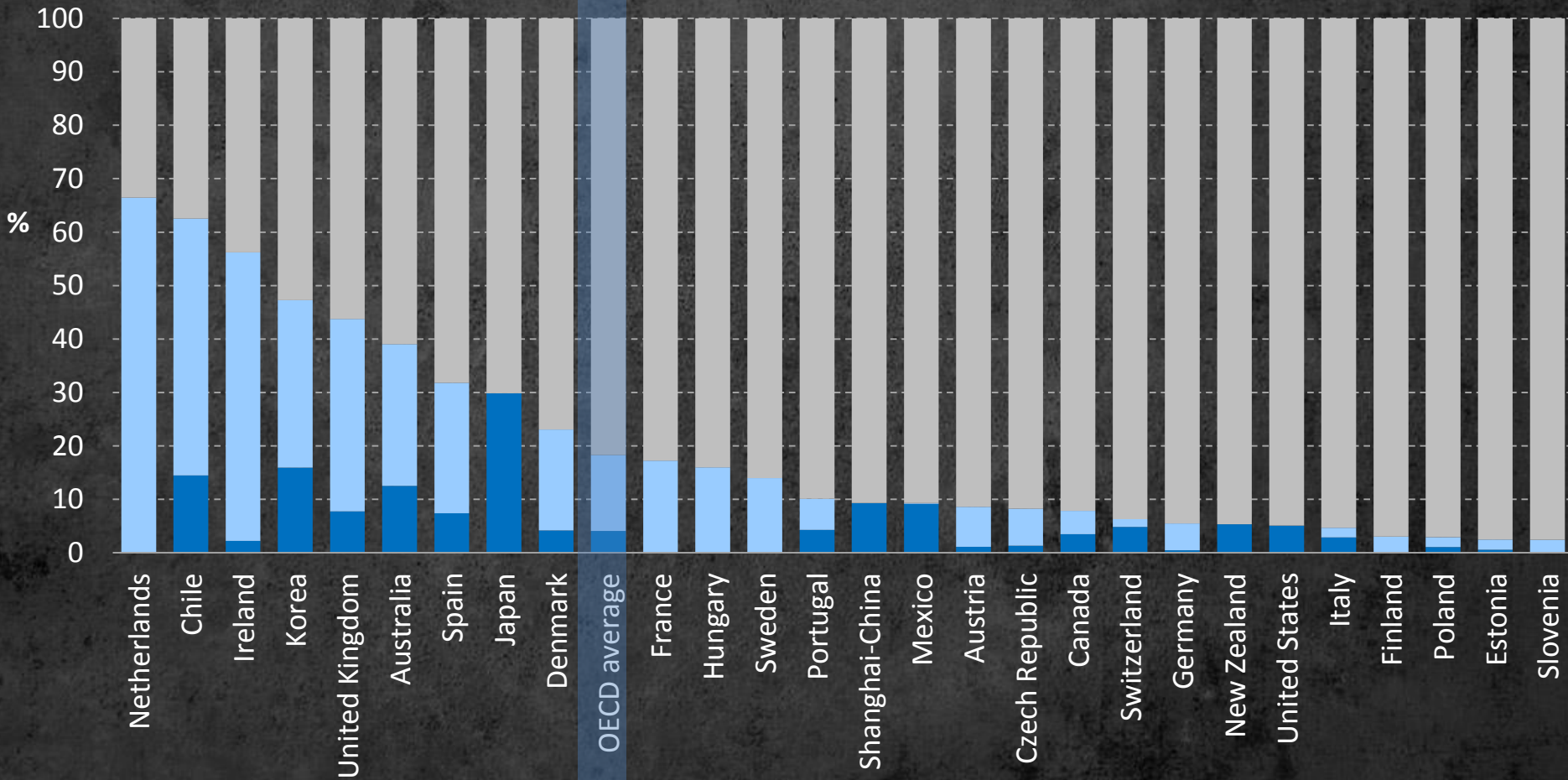
In Canada, New Zealand and the United States, retention is usually restricted to the specific classes failed.

School choice is not as common as we think

PISA Fig IV.1.22

Percentage of students attending

- Government-independent private schools
- Government-dependent private schools
- Government or public schools

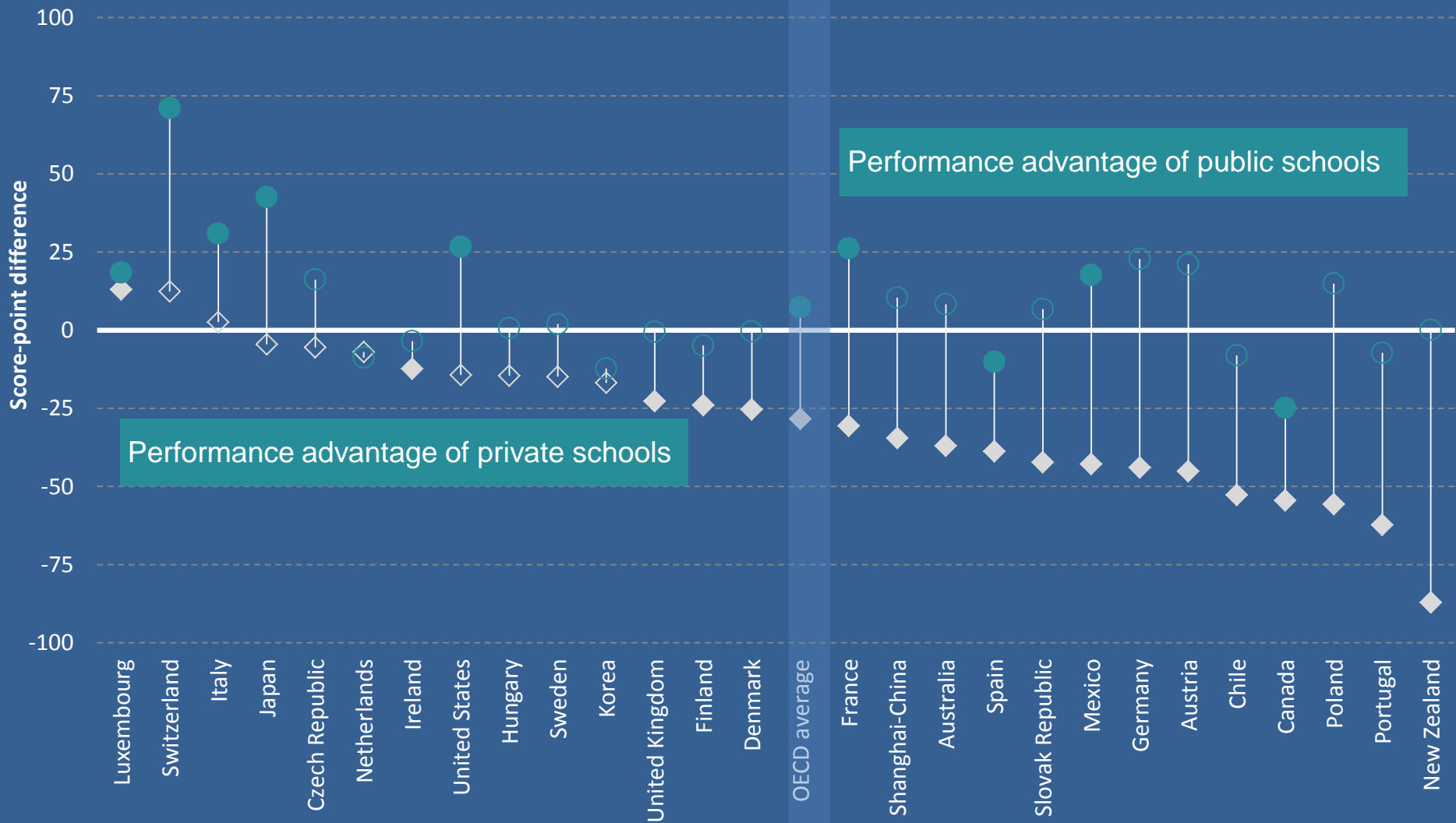


Differences in mathematics performance between private and public schools shrink after accounting for socio-economic status

◆ Observed performance difference

● After accounting for students' and schools' socio-economic status

Fig IV.1.19



Manage school choice to prevent inequities

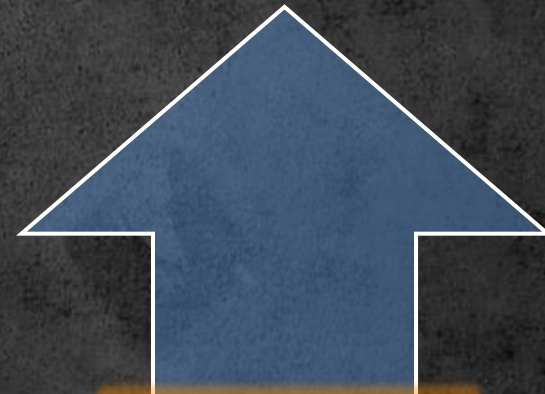
Choice



Opt for higher
quality
schools, and might
foster efficiency, spur
innovation and raise quality
overall.



Choice can result in a
greater sorting and
segregation of
students by ability, income
and ethnic background.



Equity

Policy options to manage school choice



Introduce controlled choice programmes

- In Cambridge (United States) central allocation to preferred schools, taking diversity criteria into consideration.

Make disadvantaged students attractive

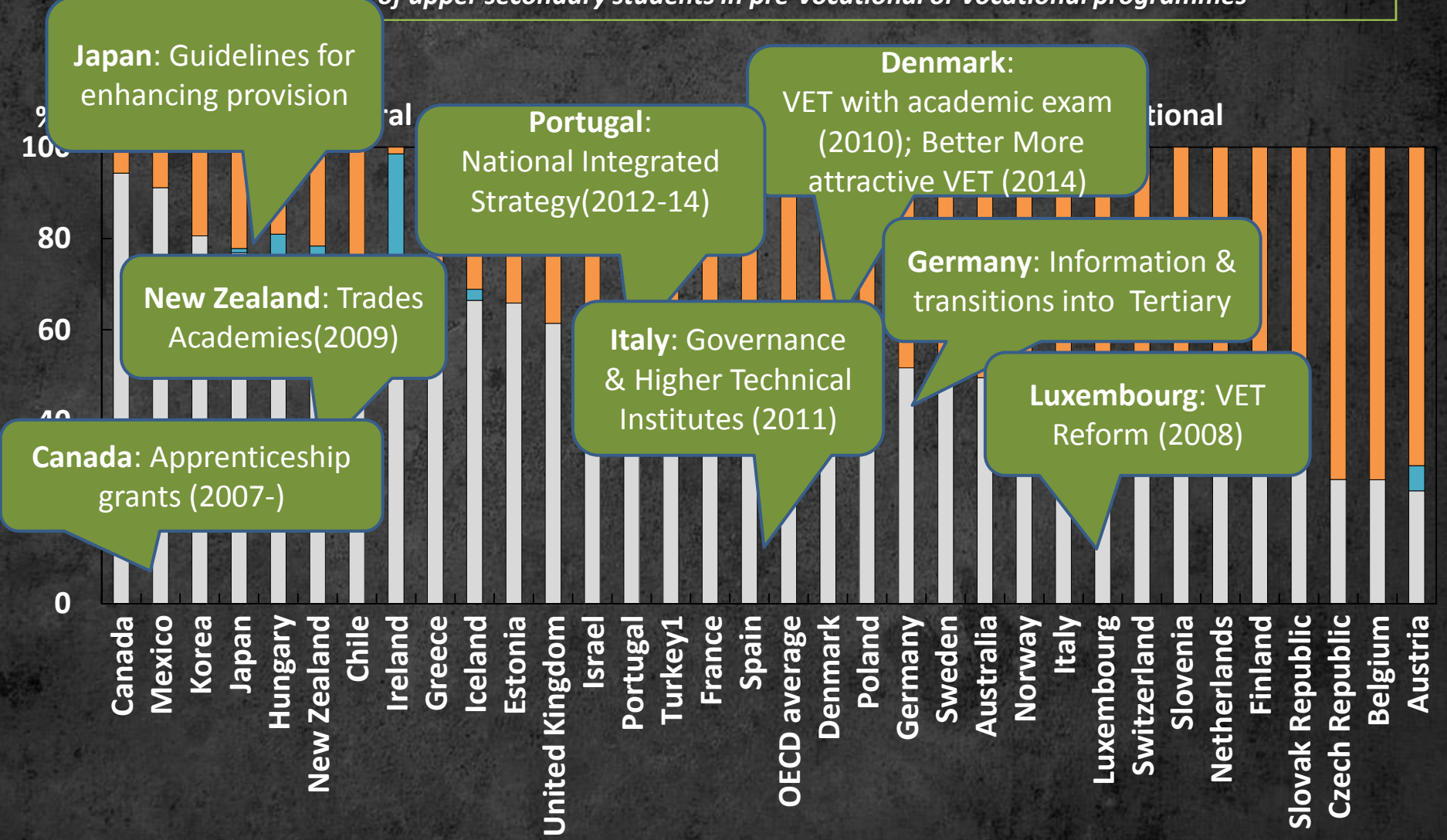
- Providing financial incentives to schools to enrol low SES students.
- Limiting selection mechanisms schools can use (criteria for admission, time of registration, additional fees).
- Providing vouchers or tax credits to make high quality schools affordable.

Level the playing field for disadvantaged students

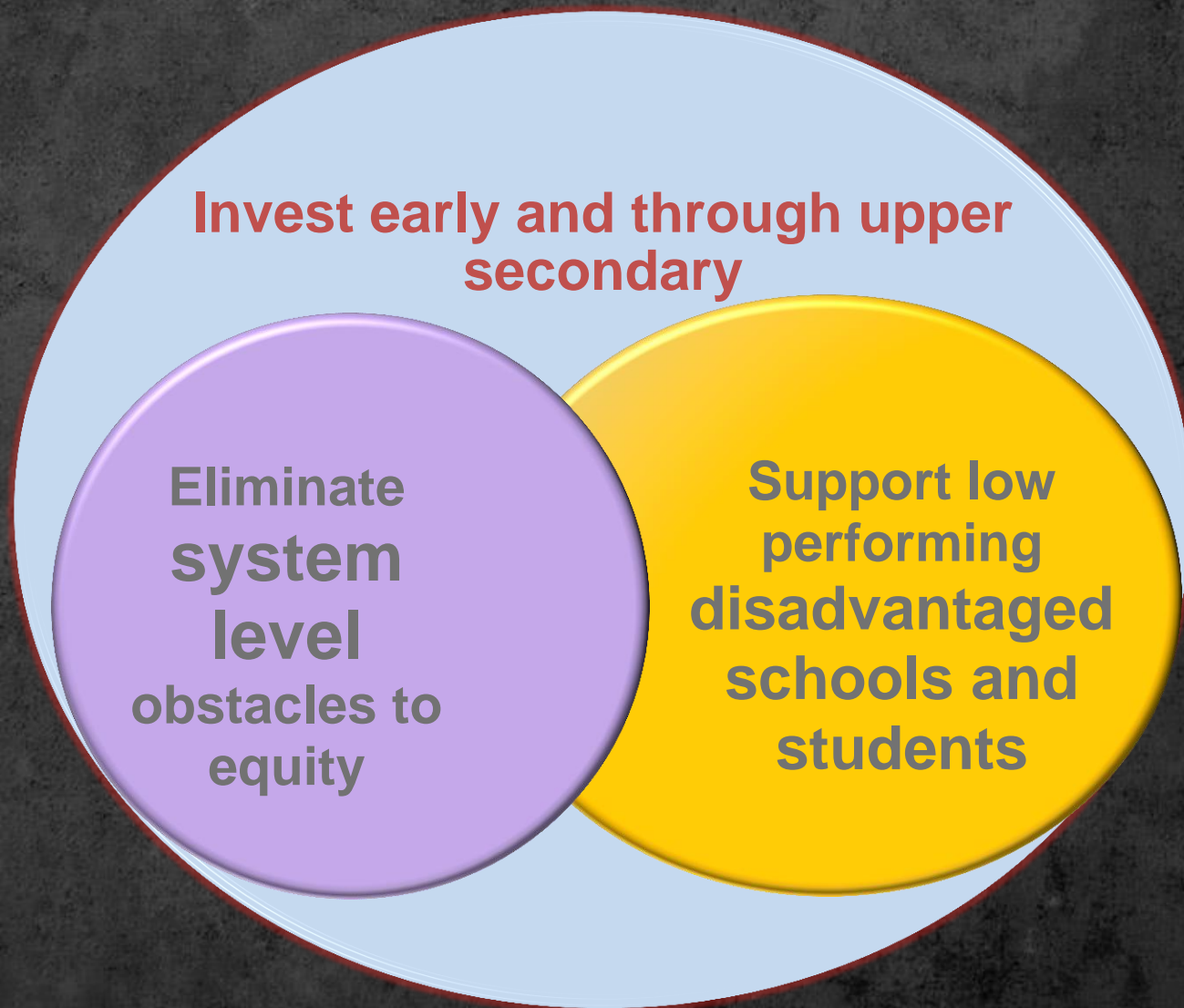
- Raise awareness, improve access to information about schools and support to make better-informed choices.
- Milwaukee (United States) set up extensive programme to inform/help parents. As a result, 95% families filled in their school choice forms.

Enhance vocational education and training (VET)

Enrolment of upper secondary students in pre-vocational or vocational programmes



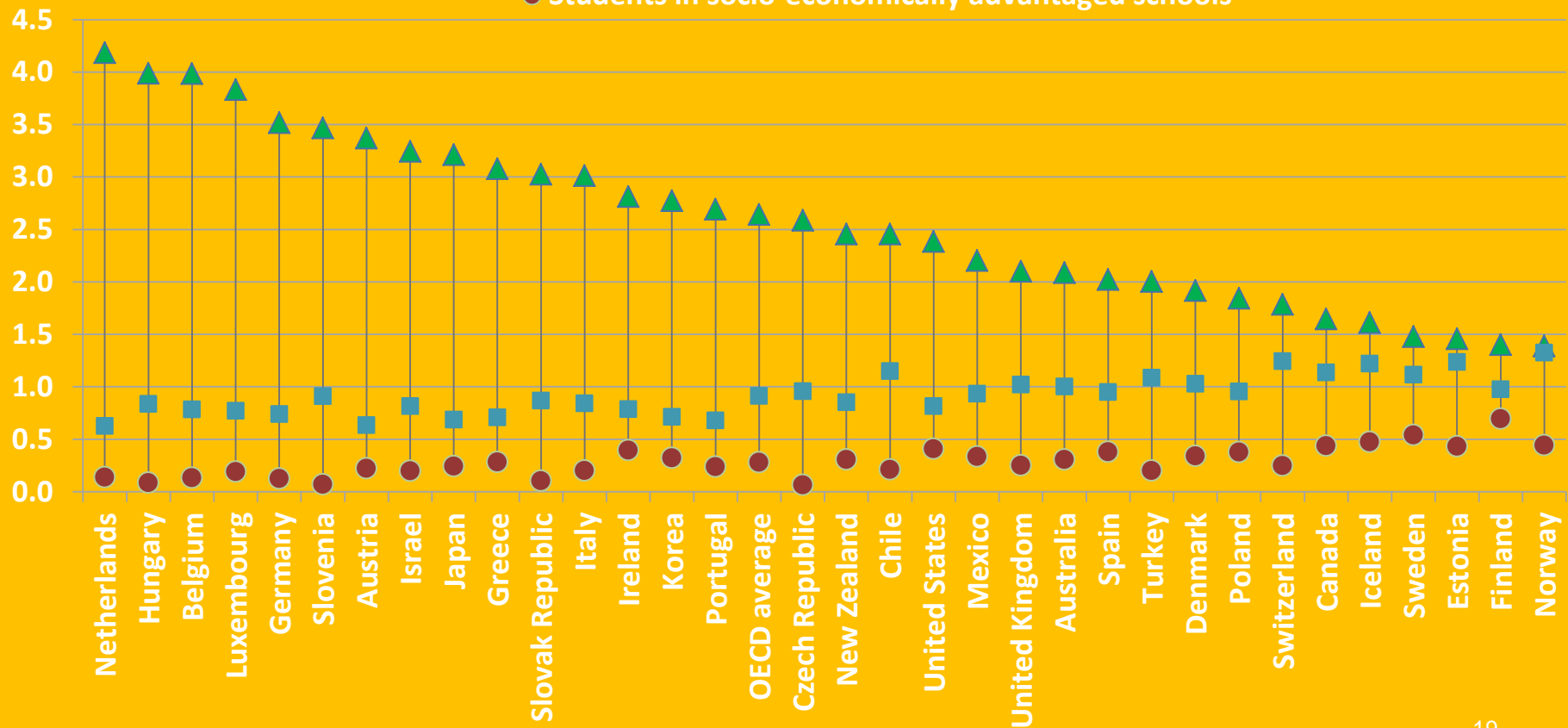
Policies to achieve more equitable education systems



Students may have different opportunities depending on schools they attend

Relative risk of scoring in the bottom quarter of the performance distribution, PISA 2012

- ▲ Students in socio-economically disadvantaged schools
- Students in socio-economically average schools
- Students in socio-economically advantaged schools



Disadvantaged schools are confronted to multiple challenges

Impact of student's socio-economic background

Wider range of abilities

Insufficient systemic support

Schools' inadequate response to student needs

Poor school environments

Challenging school climate

Poor management

Insufficient support for staff

Demanding learning environment

Inadequate support systems

2) Support low performing disadvantaged schools and students

Quality staff

- Specialised leadership and teacher training
- Attractive working conditions
- Provide support
- Restructure schools when needed

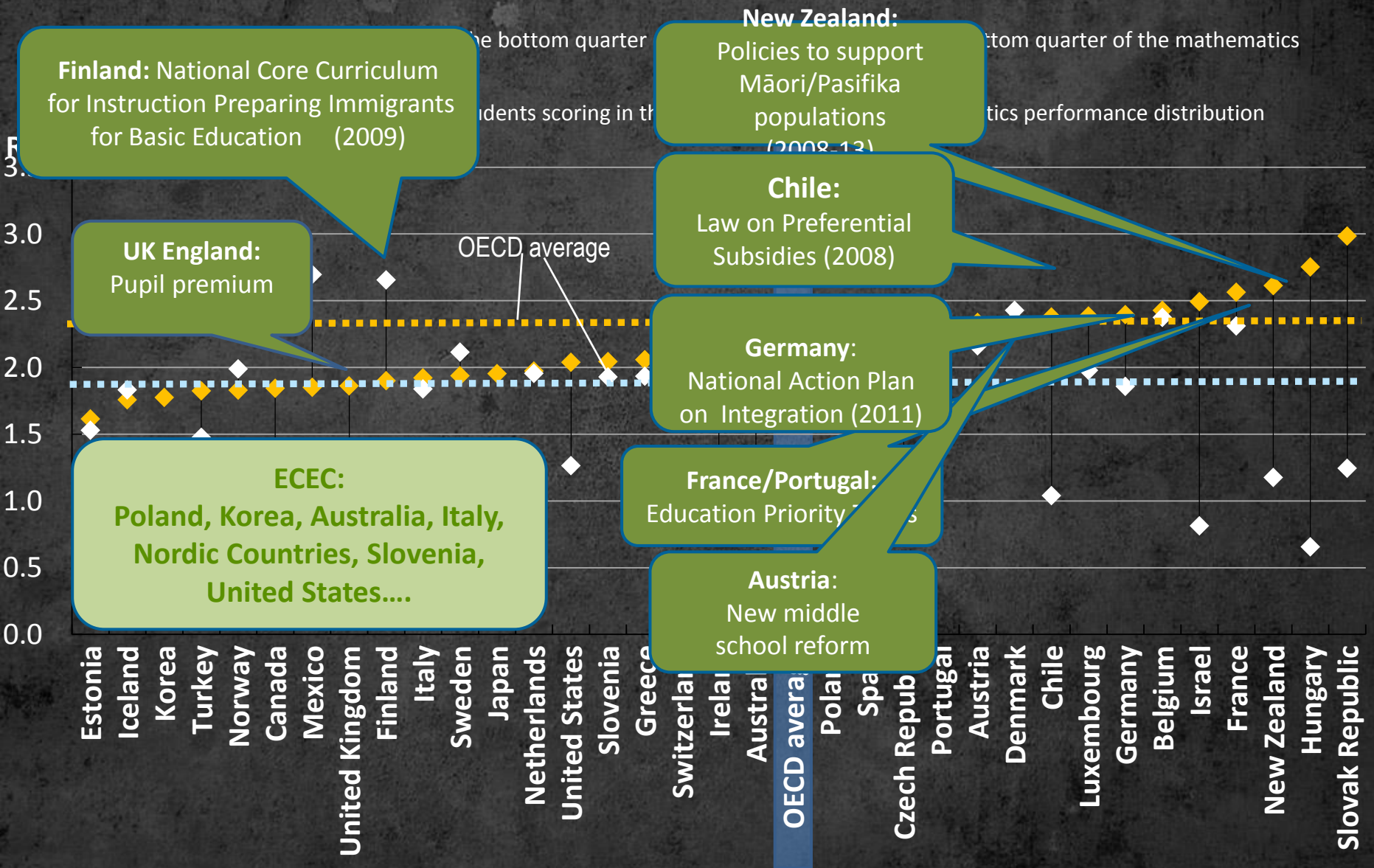
School climate

- Culture of high expectations
- School plans to prioritise school climate and positive relationships
- Monitoring and data for intervention
- Alternative organisation of learning time

Parental and community engagement

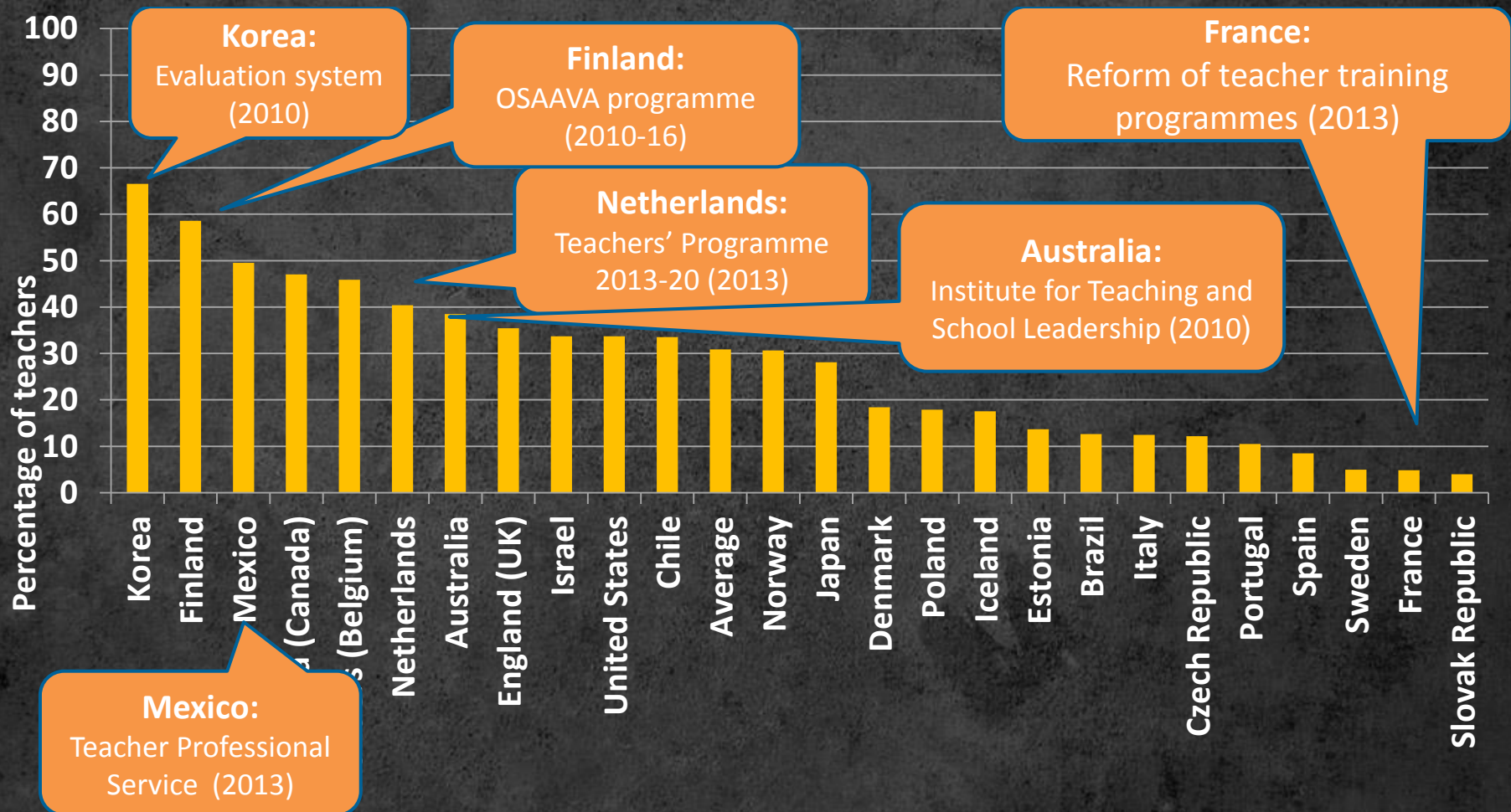
- Need to prioritise communication
- Provide guidelines to parents on role
- Foster closer links with communities and mentors

Different strategies to support students from disadvantaged or diverse backgrounds



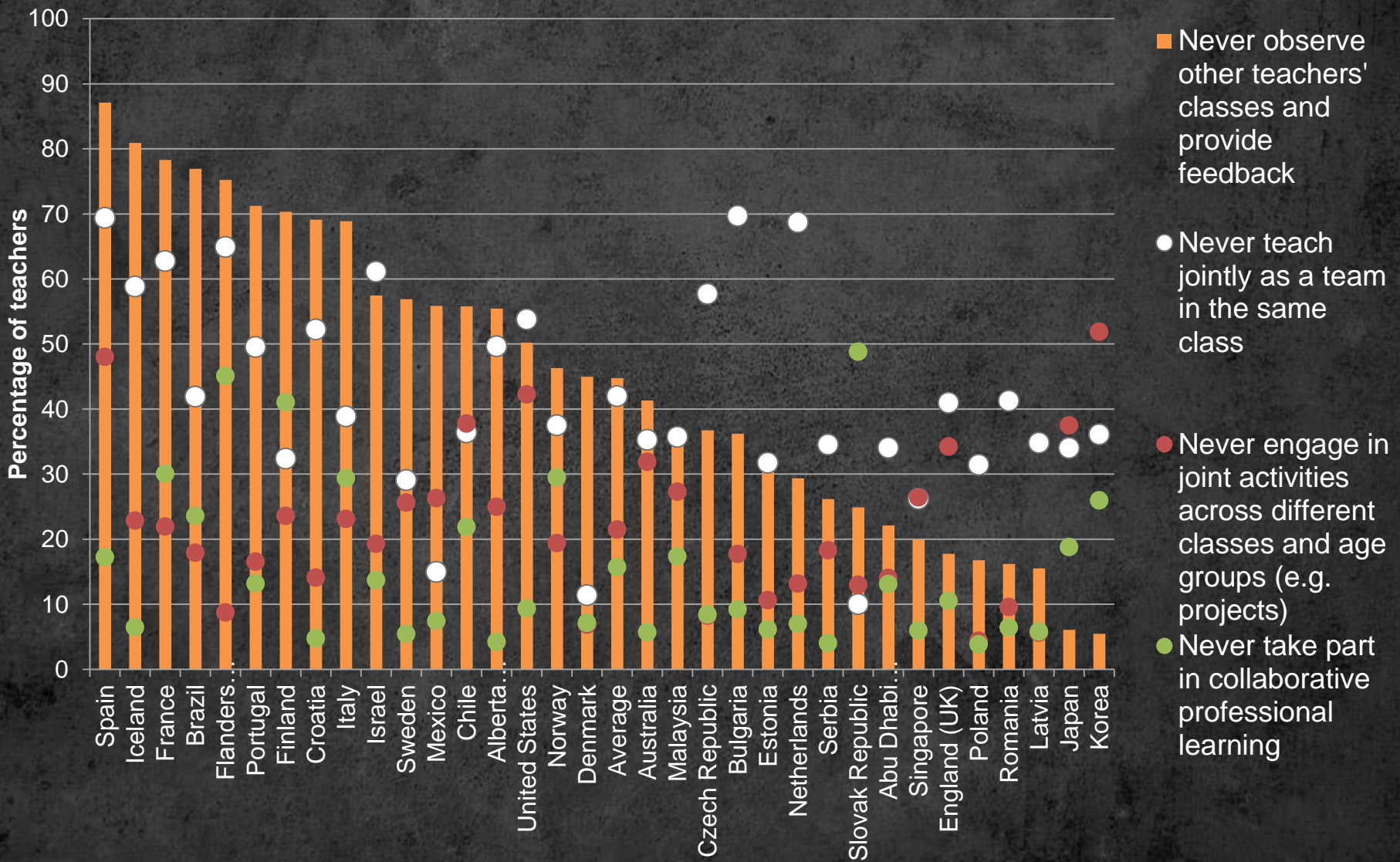
Support the teaching profession with incentives in disadvantaged schools

% lower secondary teachers who "agree" or "strongly agree" that teaching profession is a valued profession in society, TALIS 2014

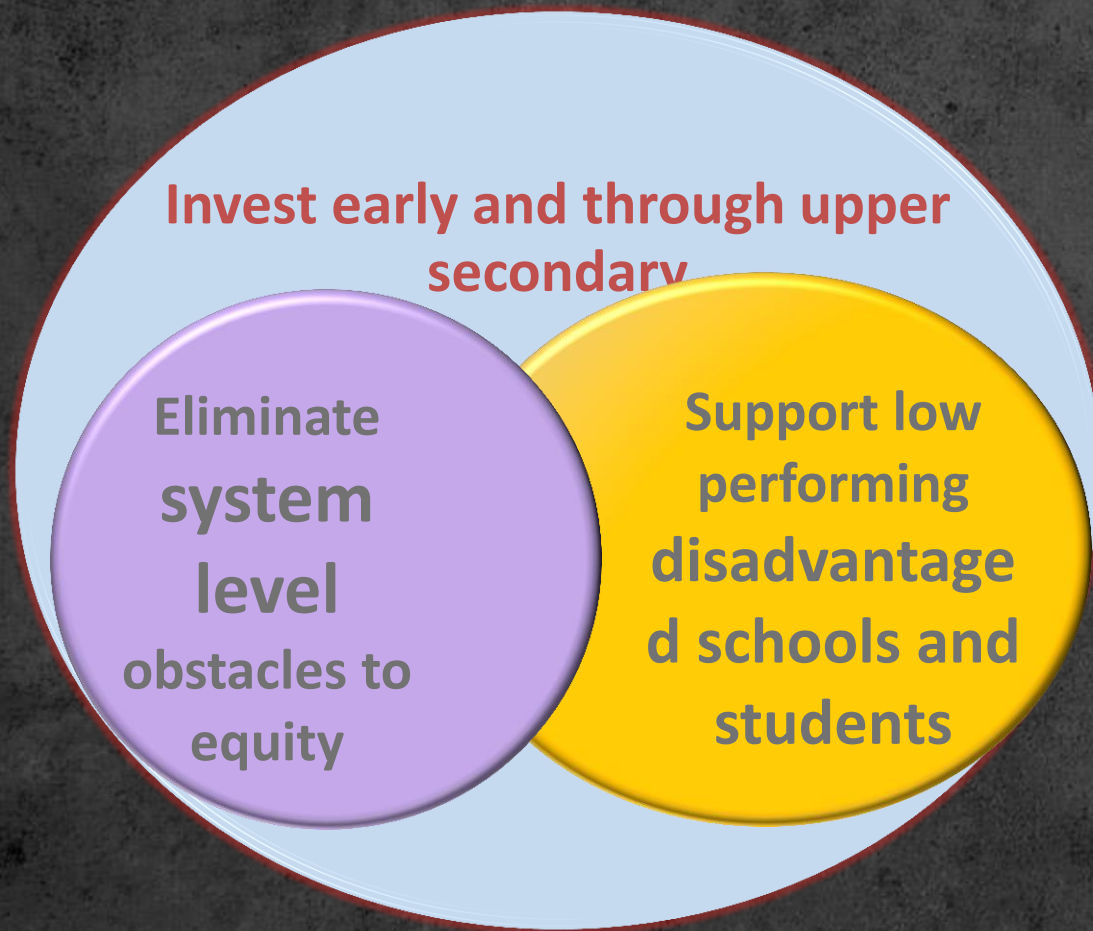


Source: OECD (2014), TALIS

Promote in school teacher collaboration, TALIS 2013



Policies to achieve more equitable education systems



Some issues for France:

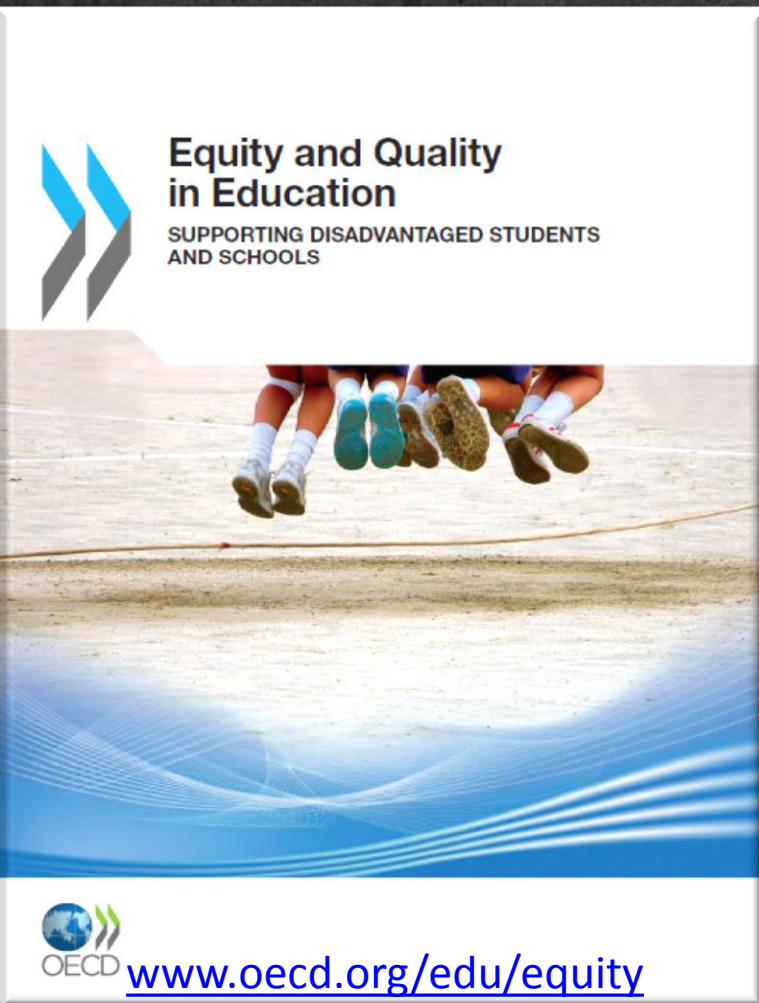
- culture of repetition (difficult change in teaching practices)
- high impact of SES in education performance
- integration of migrants in schools
- lack of teacher and school leaders collaboration for improvement

Visiting a new education system: Finland

Strong Performers and Successful Reformers in Education: Finland

<https://www.youtube.com/watch?v=ZwD1v73O4VI>

sources for further information



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Education Policy Outlook
www.oecd.org/edu/policyoutlook.htm