



Equitat i educació

Una mirada des de l'escola

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Equitat: Marc conceptual PISA 2015

Dimensions of equity

- Inclusion
- Fairness

Outcomes

- Access to schooling
- Average performance
- Low performance
- Variation in performance
- Attitudes

Background characteristics

- Socio-economic status
- Immigrant background
- Gender, family structure

Mediating factors

- Concentration of disadvantage
- Access to educational resources
- Opportunity to learn
- Stratification policies



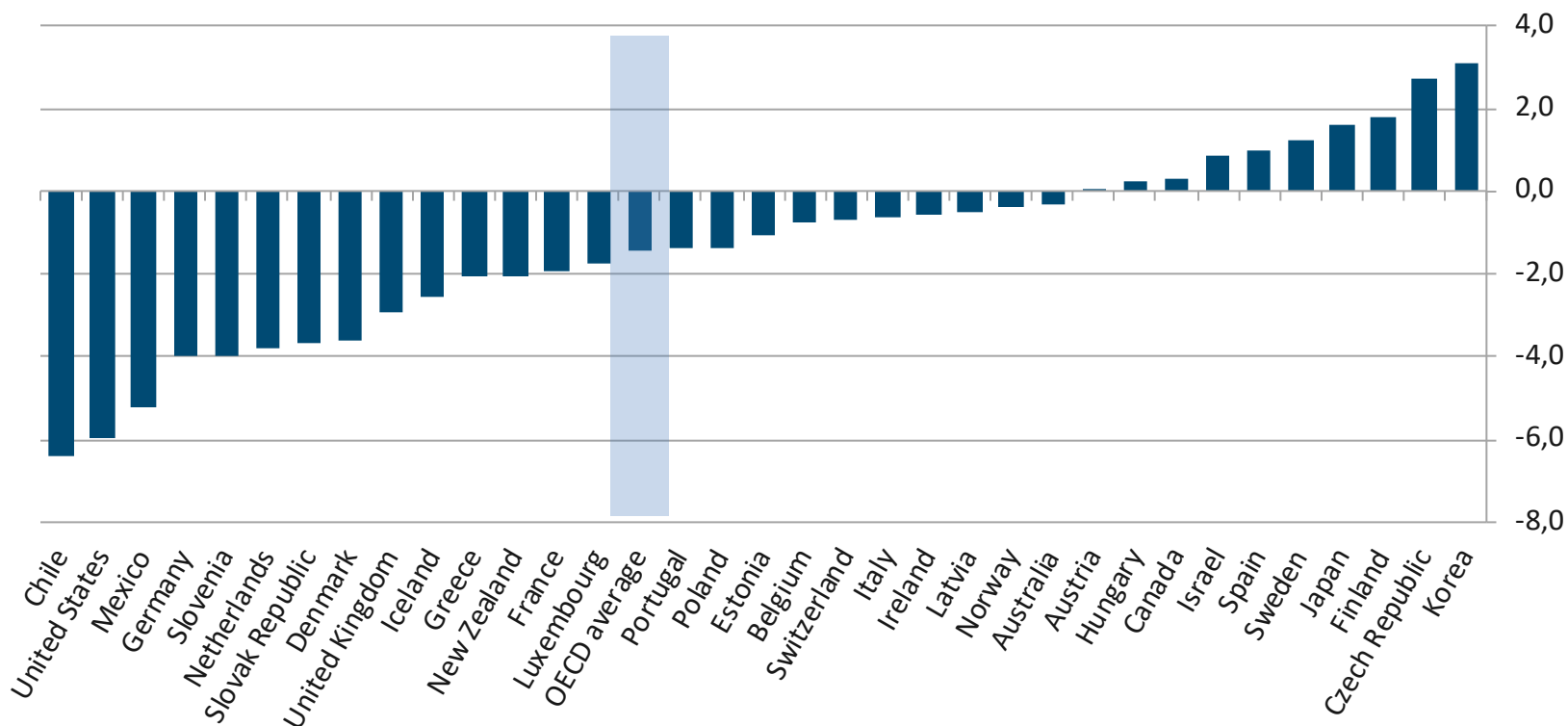
Una panoràmica de resultats segons les característiques de l'alumnat



Nivell socioeconòmic i cultural

Resultats

Percentage of variation in science performance explained by students' socio-economic status, by country (2006- 2015)



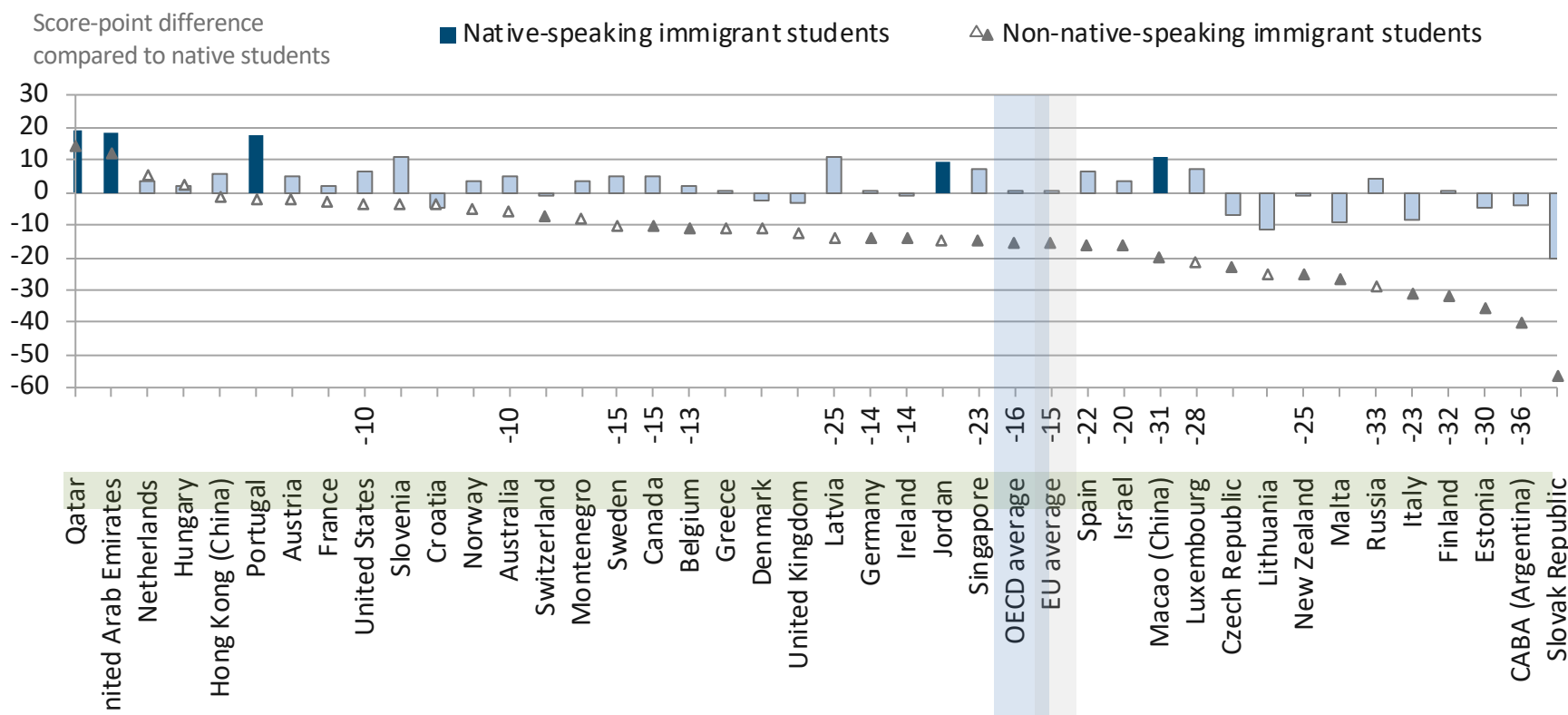
Font: OECD (2016), *PISA 2015 Results (Volume I): Excellence and Equity in Education*, PISA, OECD Publishing, Paris



Alumnat d'origen estranger

Necessitats específiques

Diferència en les puntuacions de lectura, per origen immigrants i la llengua parlada a casa (control per rendiment i ESCS)



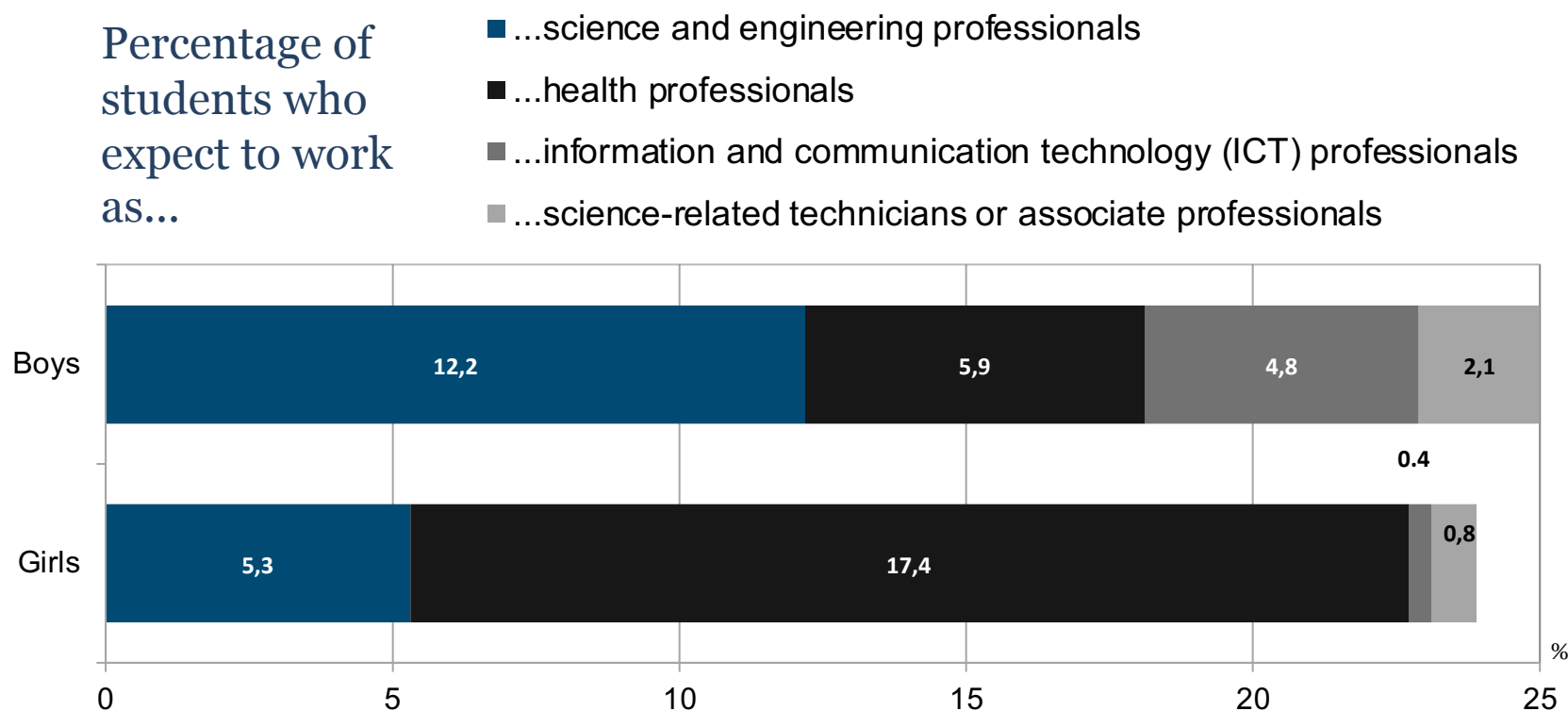
Font: OECD (2018), *The Resilience of Students with an Immigrant Background: Factors that Shape Well-being*, OECD Reviews of Migrant Education, OECD Publishing, Paris, <https://doi.org/10.1787/9789264292093-en>.



Gènere

El pes dels estereotips

Students' expectations of a STEM-related career, by gender (2015)



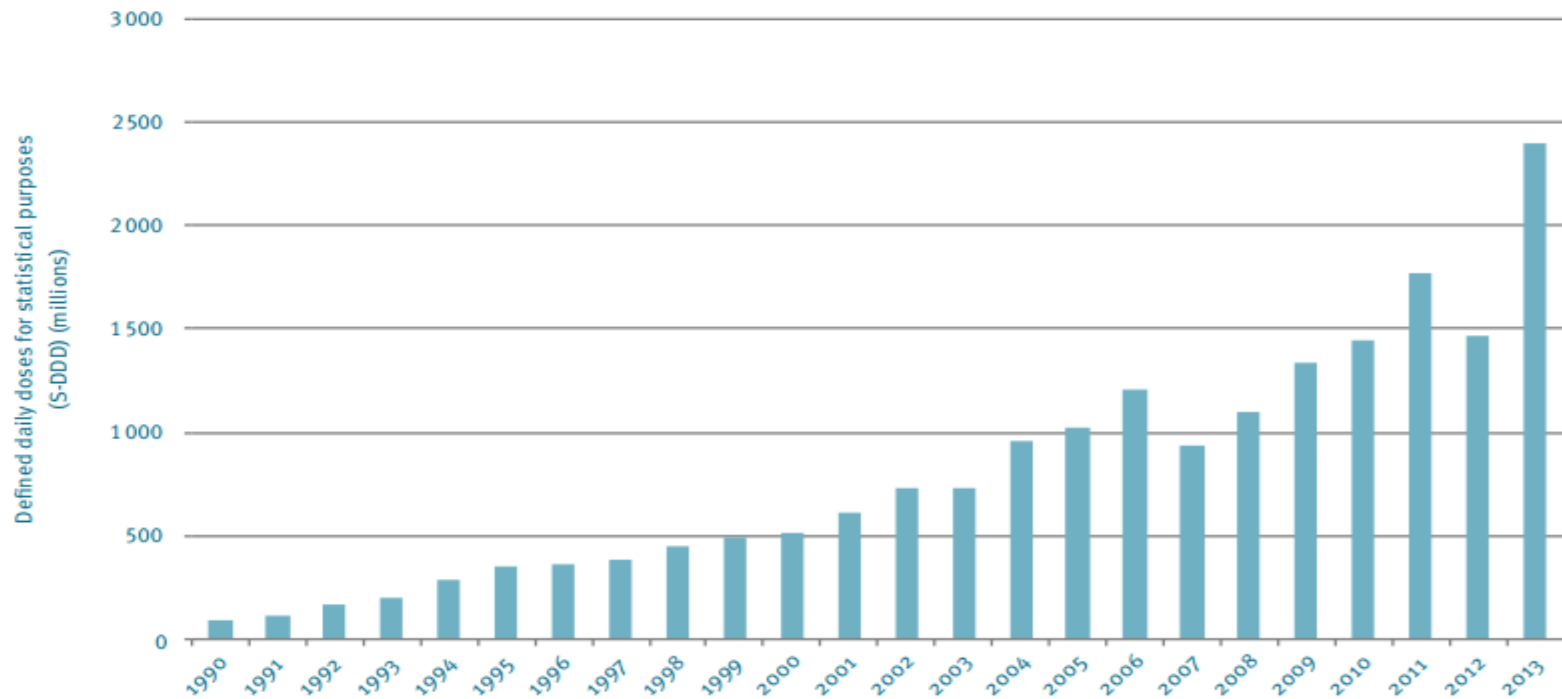
Font: OECD (2016), *PISA 2015 Results (Volume I): Excellence and Equity in Education*, PISA, OECD Publishing, Paris



Neurodiversitat

Inclusió: sobre capacitats i necessitats

Global consumption of ADHD medication (Methylphenidate), 1990-2013



Font: INCB (2014), “Annual Report 2014”, United Nations, New York.

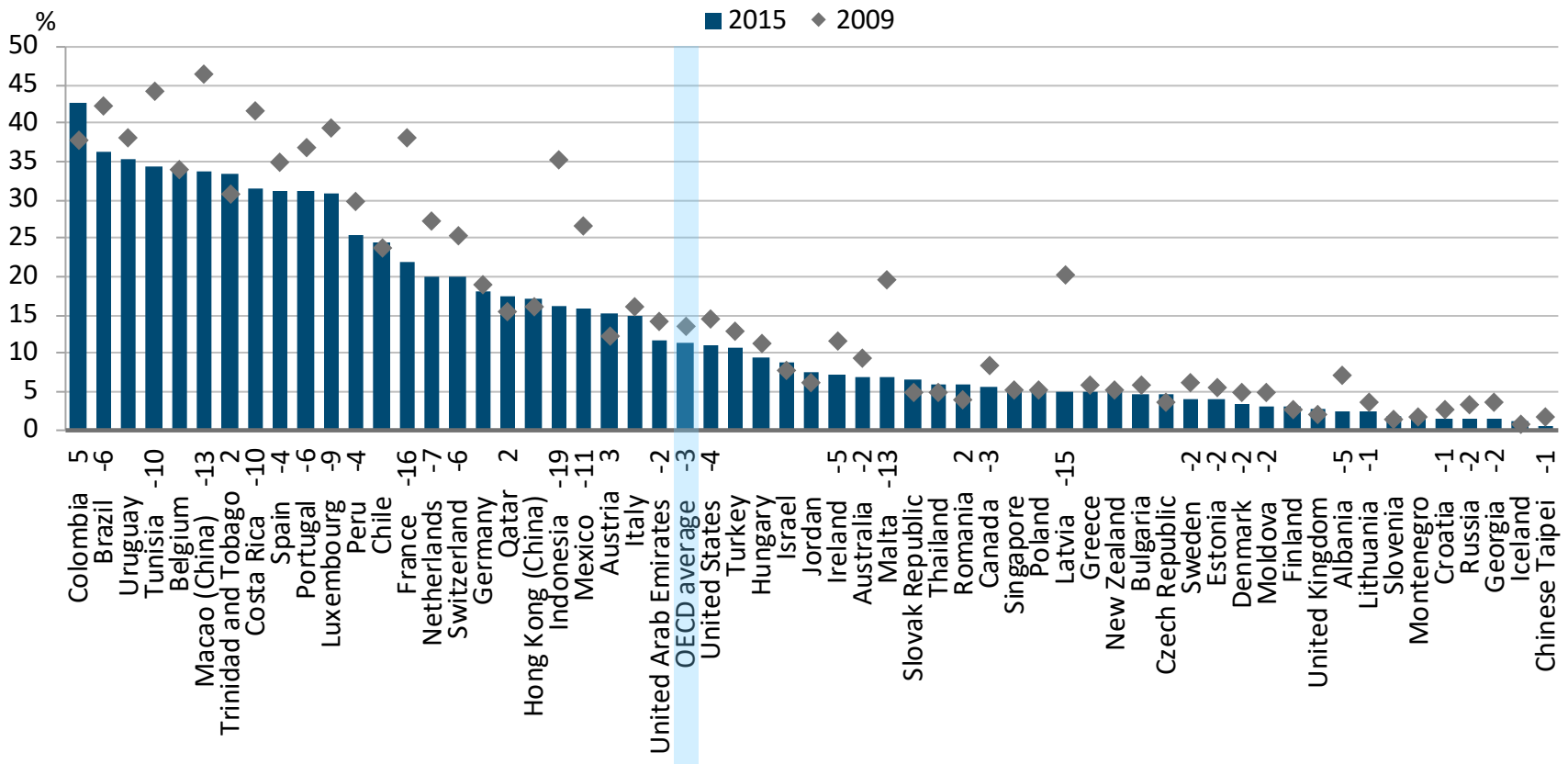


Consideracions de política i pràctica educativa



Repetició de curs

Percentage of students who had repeated a grade in primary, lower secondary or upper secondary school, 2009 and 2015

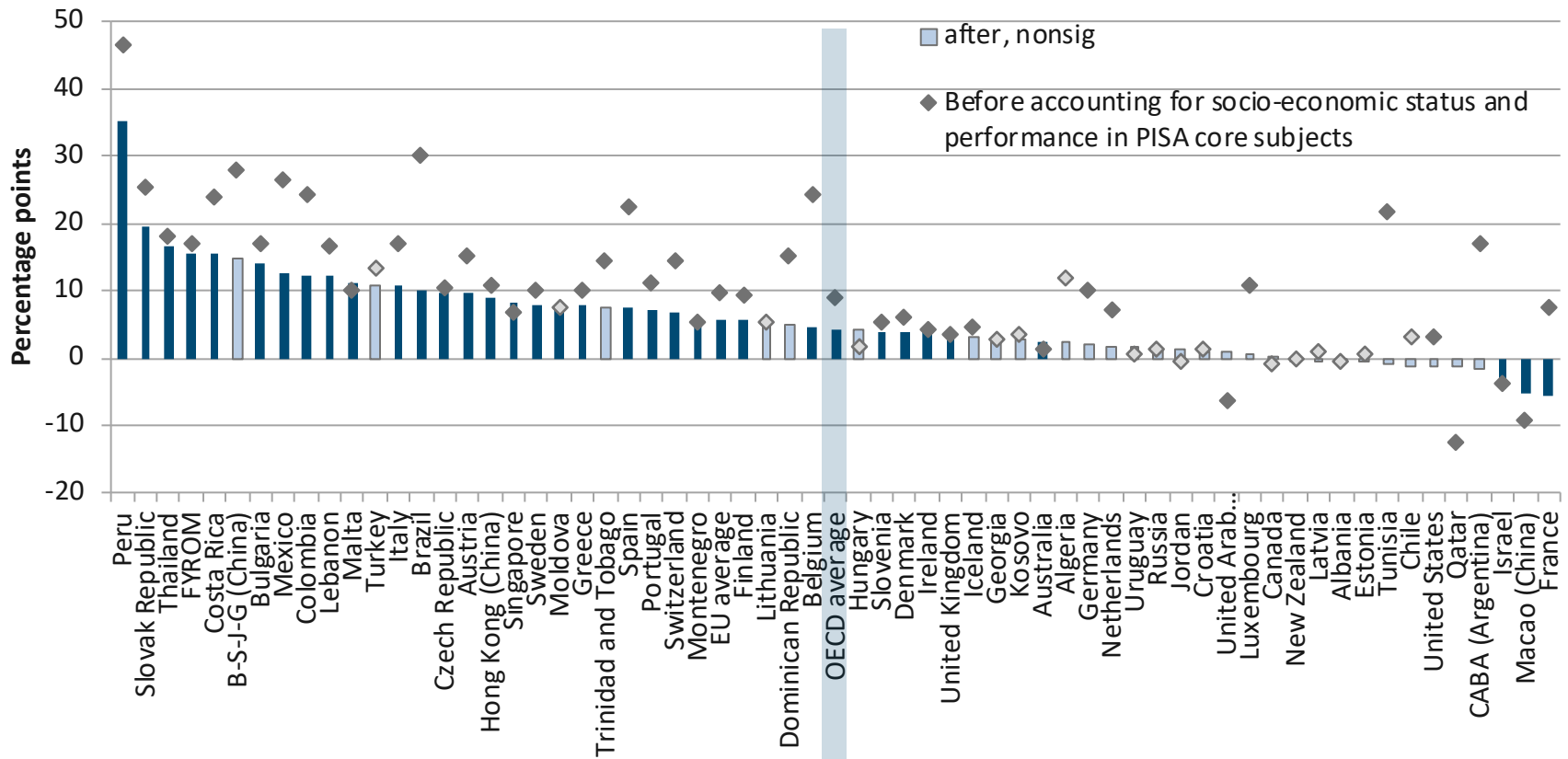


Font: OECD (2016), *PISA 2015 Results (Volume II): Excellence and Equity in Education*, PISA, OECD Publishing, Paris



Repetició de curs

Diferències en els nivells de repetició de curs autòcton/immigrant

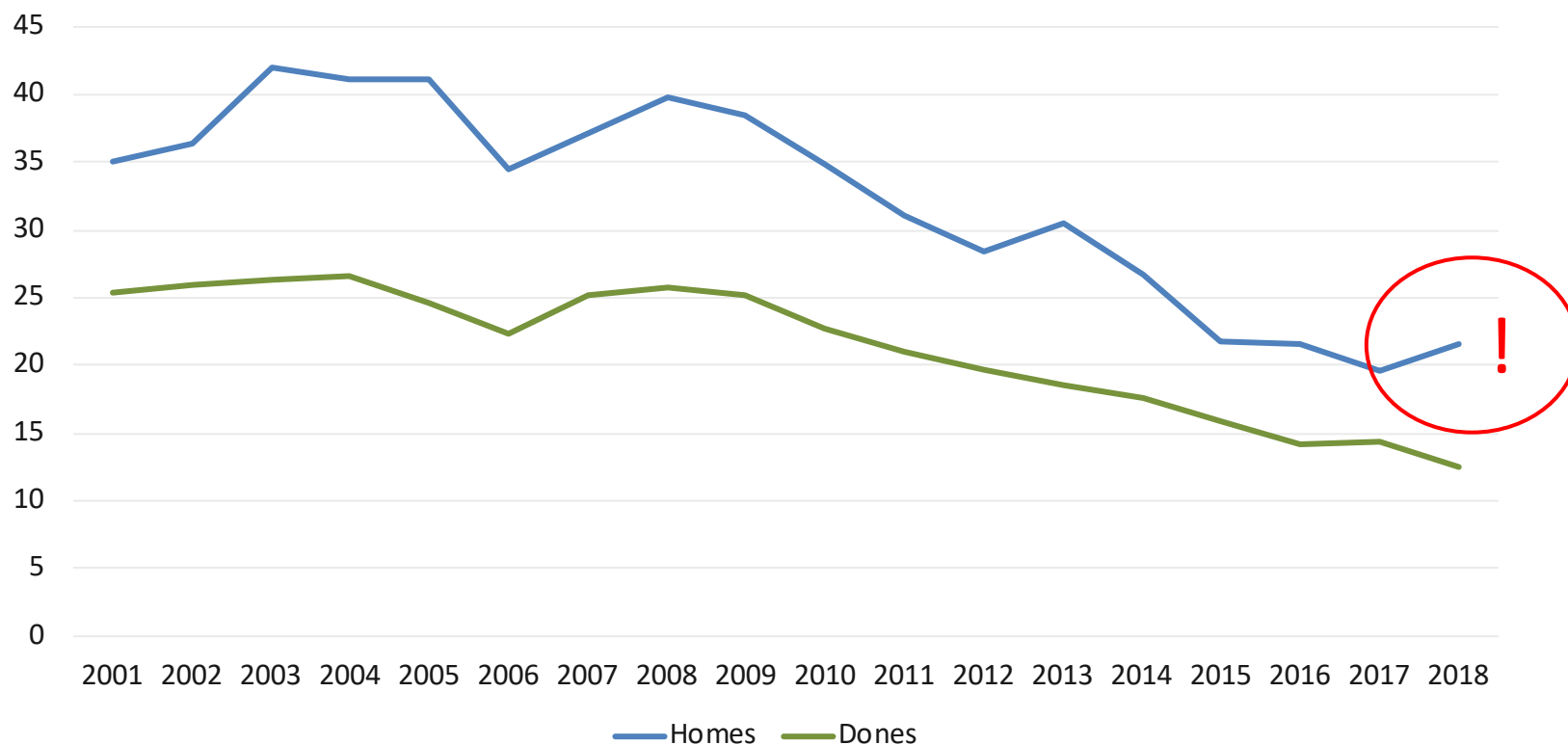


Font: OECD (2018), *The Resilience of Students with an Immigrant Background: Factors that Shape Well-being*, OECD Reviews of Migrant Education, OECD Publishing, Paris, <https://doi.org/10.1787/9789264292093-en>.



Abandonament escolar prematur

Abandonament escolar prematur, Catalunya 2001-2018

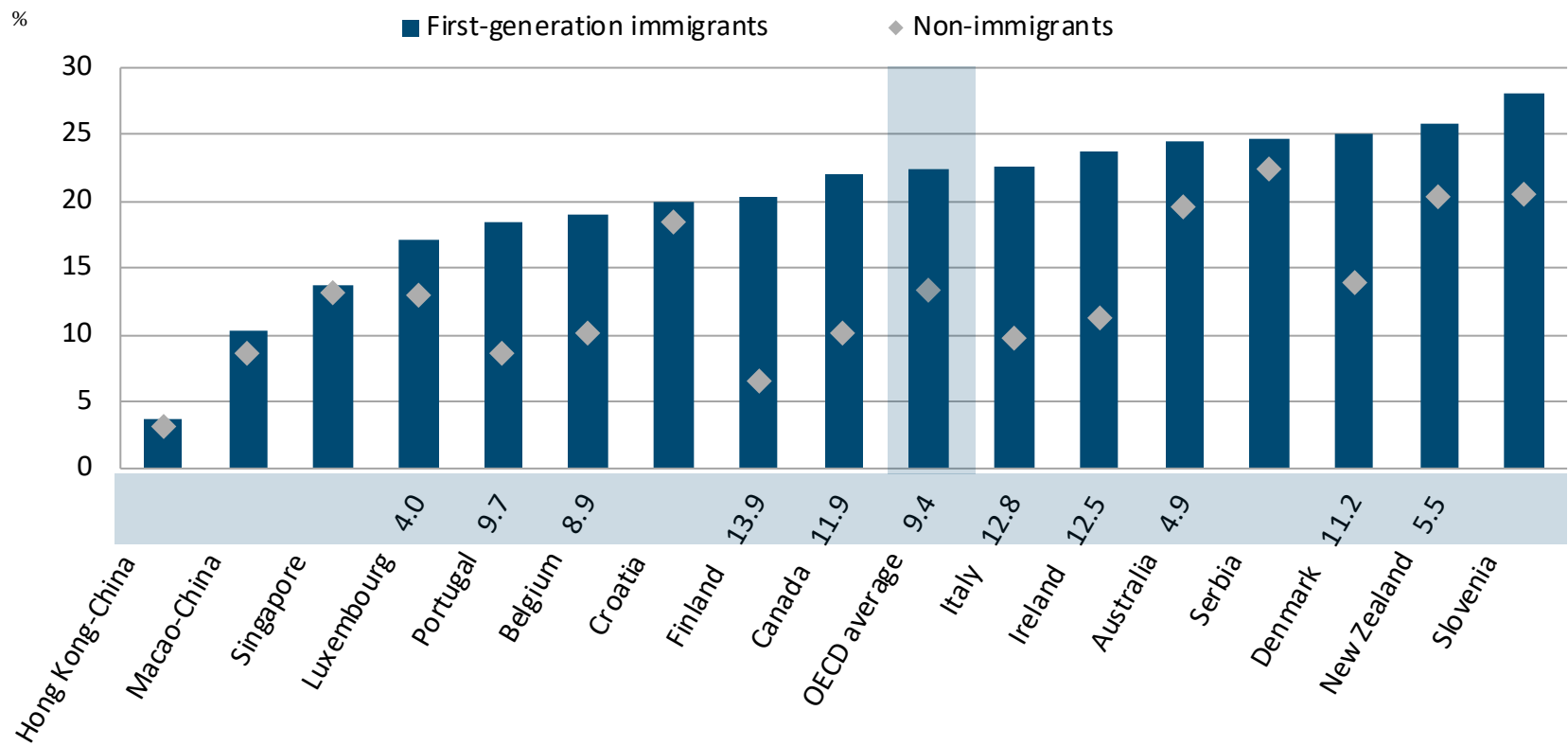


Font: Idescat (2019), “Abandonament prematur dels estudis (18-24 anys)” (indicador).



Continuïtat en els estudis

Students who lost more than two months of schooling, by immigrant background, 2012

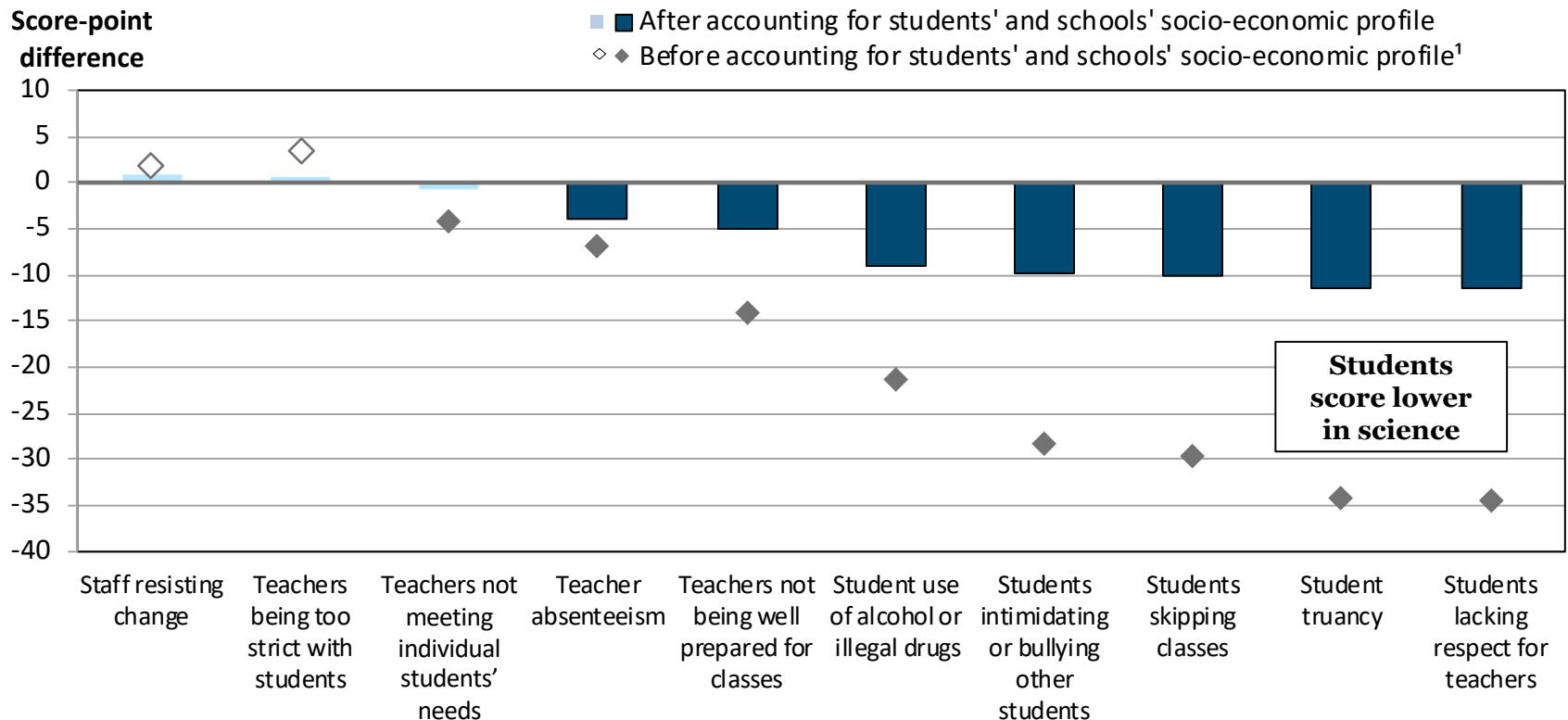


Font: OECD (2015), *Immigrant Students at School*, OECD Publishing, Paris.



El clima escolar

Comportaments d'alumnes i professors que dificulten l'aprenentatge, segons la direcció, i resultats en ciències 2015



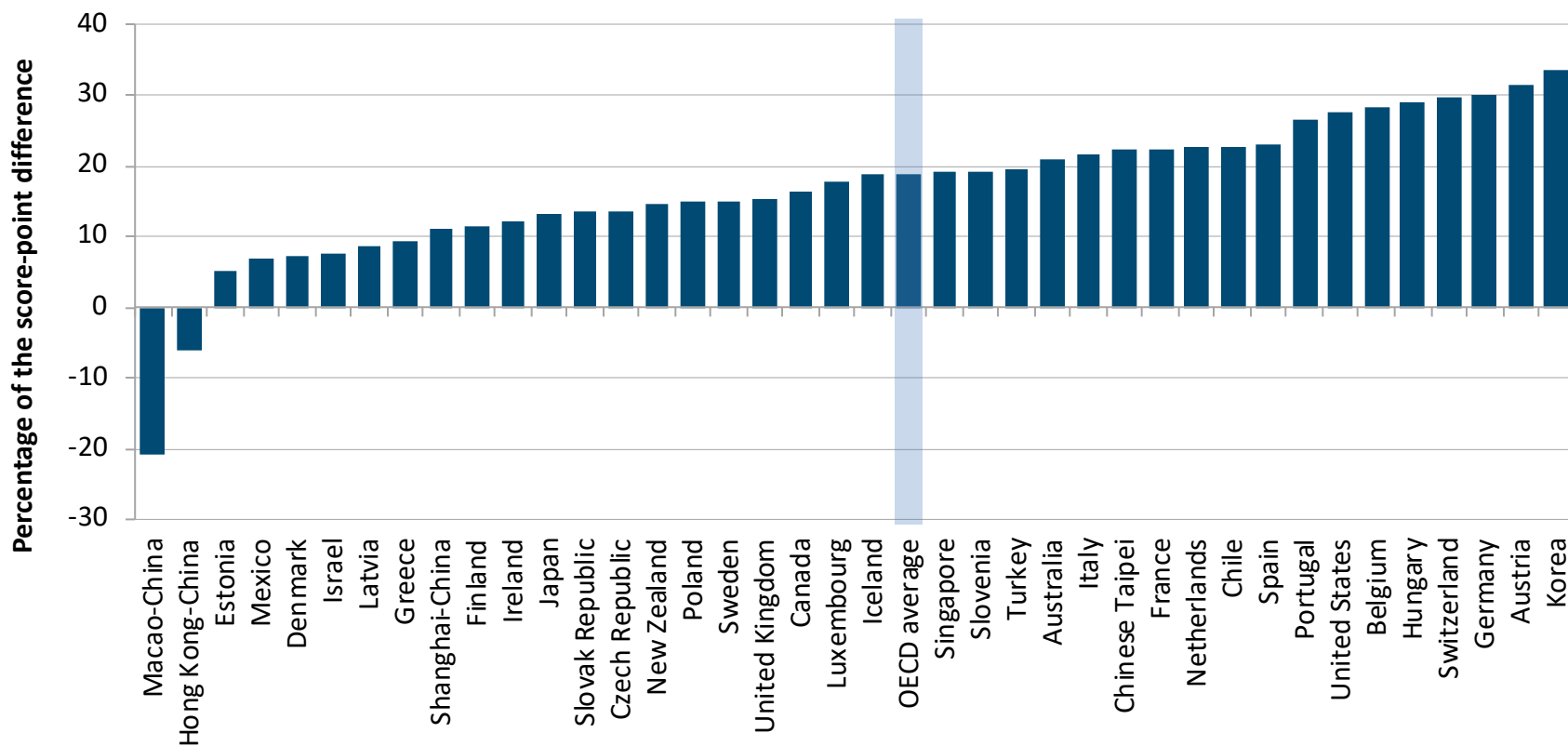
The above phenomena hinder student learning "to some extent" or "a lot"

Font: OECD (2016), *PISA 2015 Results (Volume II): Excellence and Equity in Education*, PISA, OECD Publishing, Paris



Oportunitats d'aprendre a l'escola

Diferència de resultats explicada per la familiaritat amb les matemàtiques, segons nivell socioeconòmic 2015

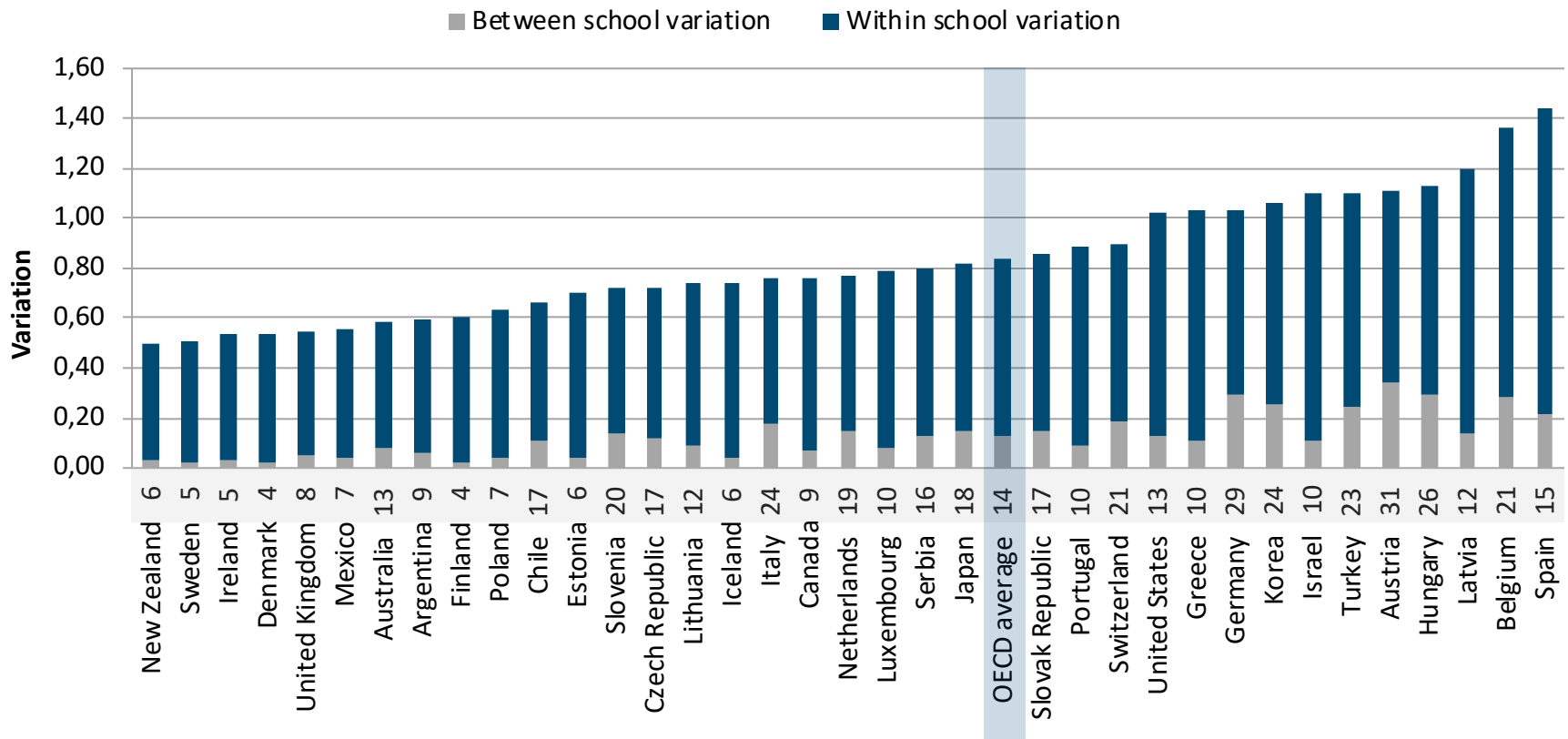


Font: OECD (2016), *Equations and Inequalities: Making Mathematics Accessible to All*, PISA, OECD Publishing, Paris.



Oportunitats d'aprendre a l'escola

Variació en el nivell de familiaritat amb les matemàtiques, dins i entre escoles, 2012

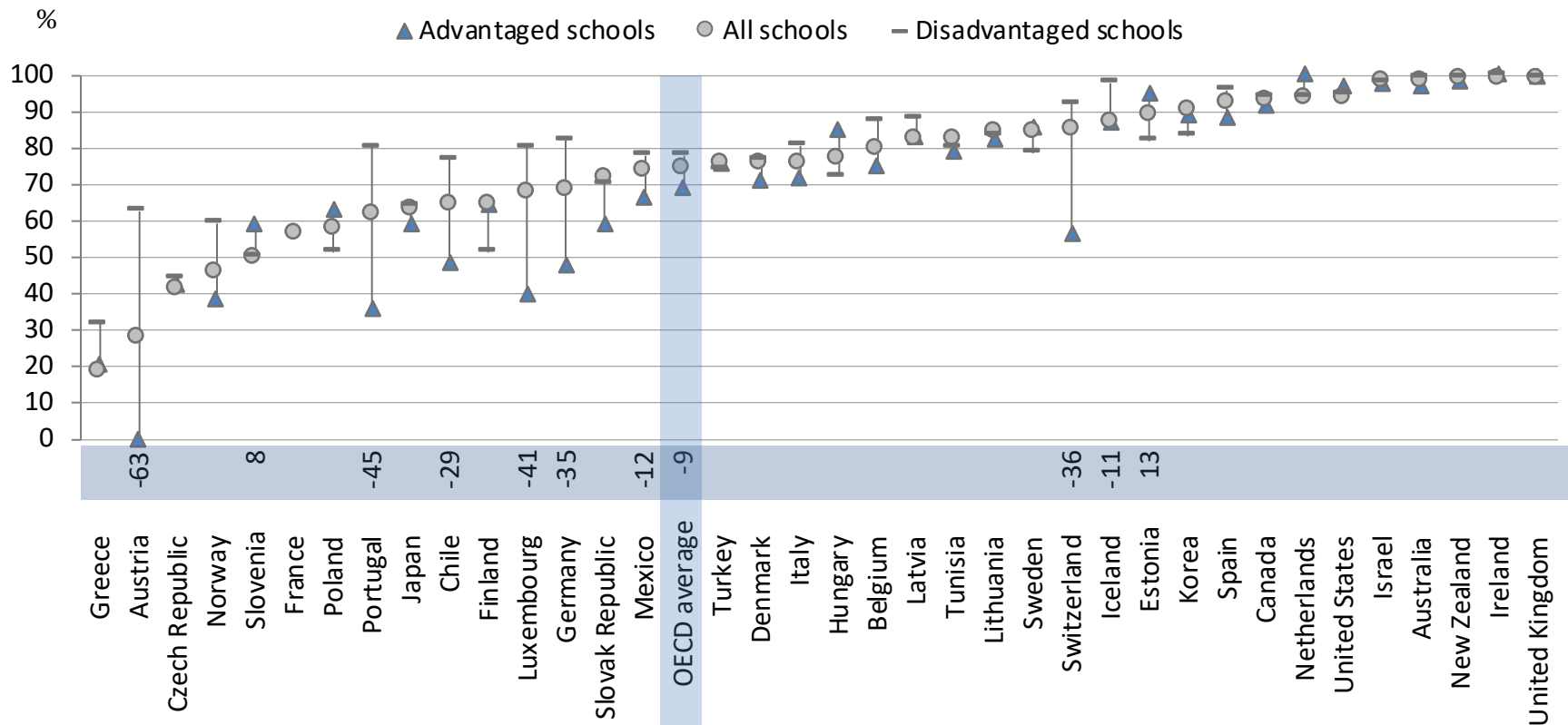


Font: OECD (2016), *Equations and Inequalities: Making Mathematics Accessible to All*, PISA, OECD Publishing, Paris.



Oportunitats d'aprendre a l'escola

Percentage of students in schools whose principal reported that students are grouped by ability for mathematics classes, 2012



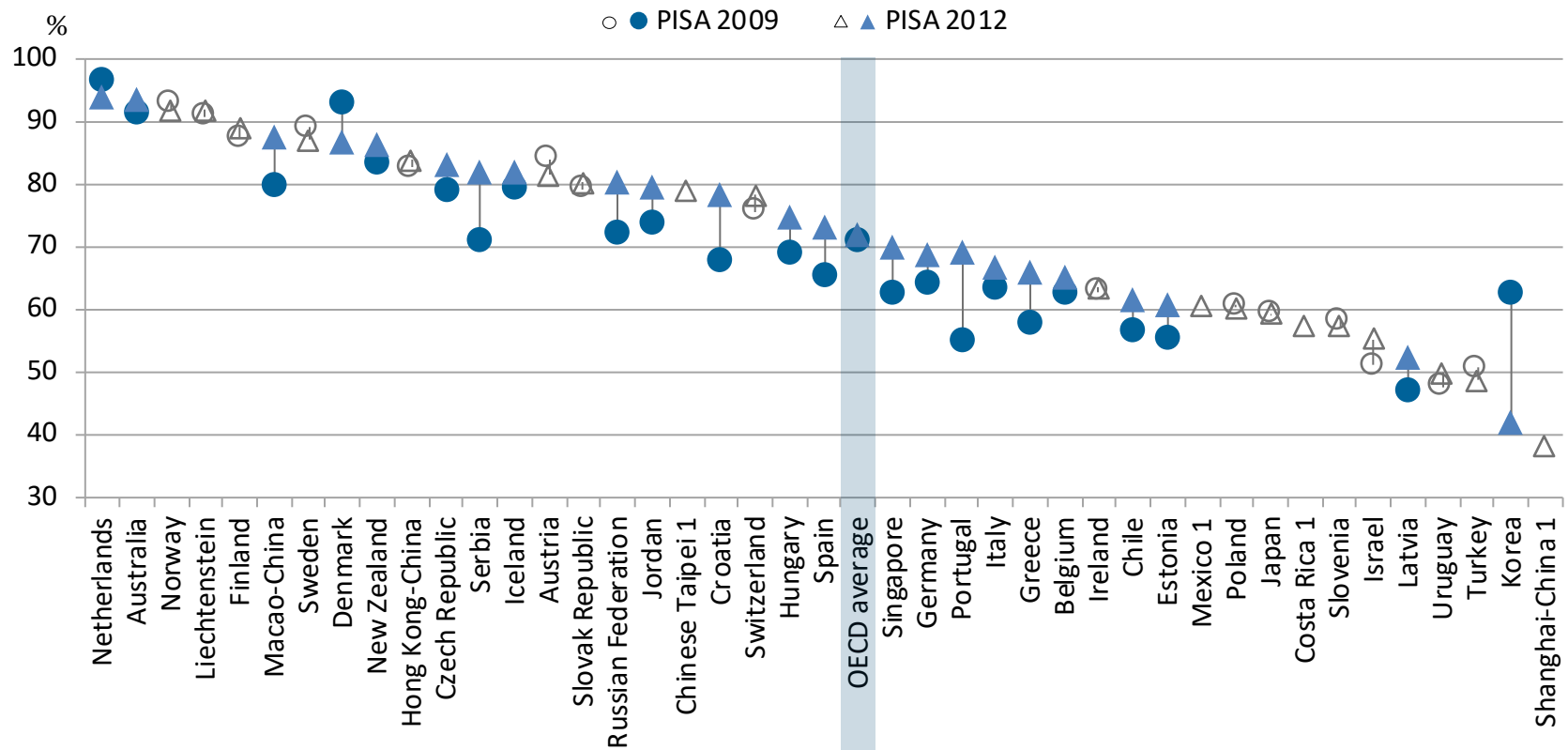
Font: OECD (2016), *Equations and Inequalities: Making Mathematics Accessible to All*, PISA, OECD Publishing, Paris.



La bretxa digital

Accés

Change between 2009 and 2012 in the share of students using computers at school



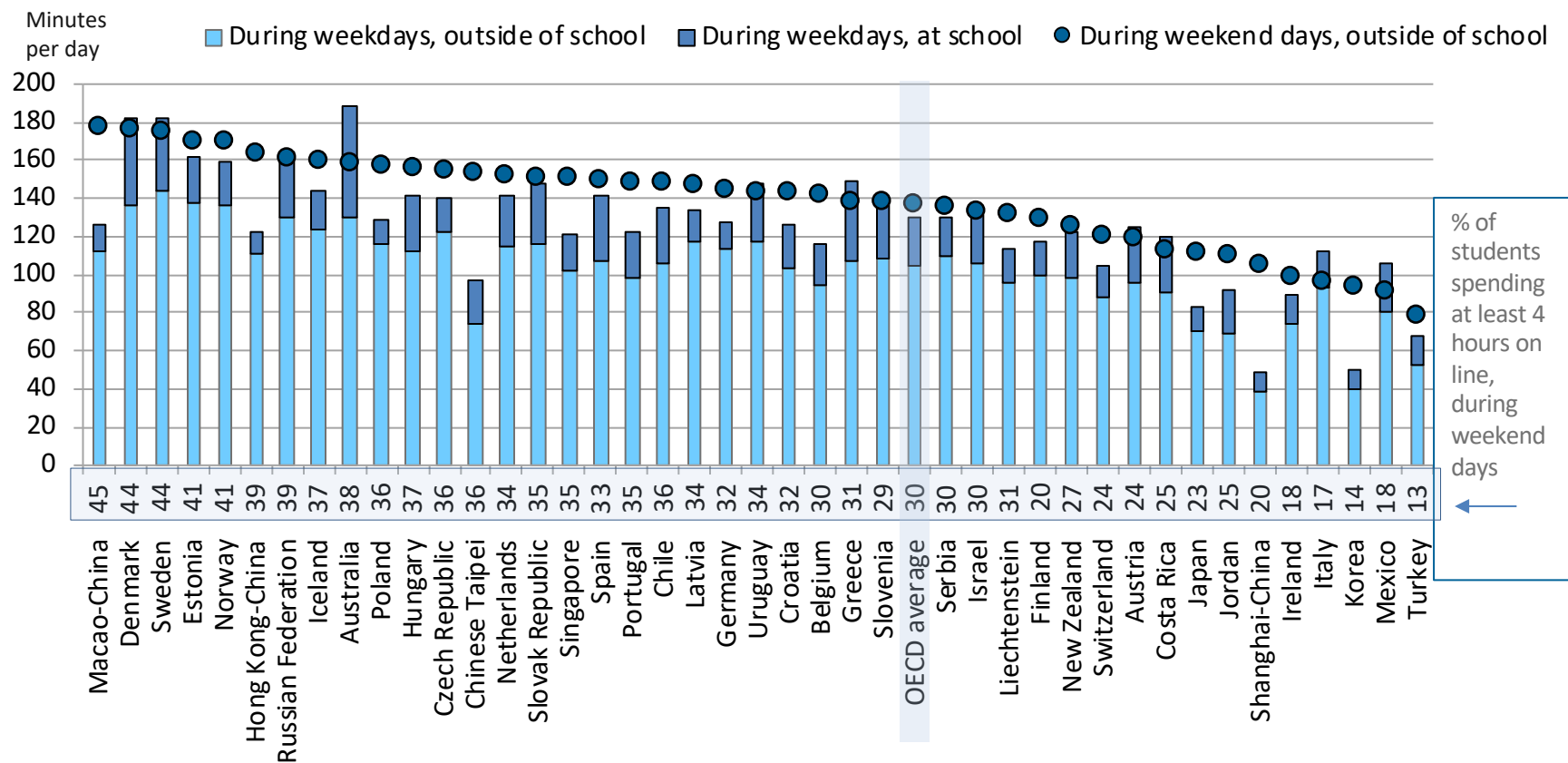
Font: OECD (2015), *Students, Computers and Learning: Making the Connection*, PISA, OECD Publishing, Paris.



Temps online dins i fora l'escola

Temps fora és determinant, escola factor compensatori?

Minutes per day spent using the Internet at school and outside, 2012



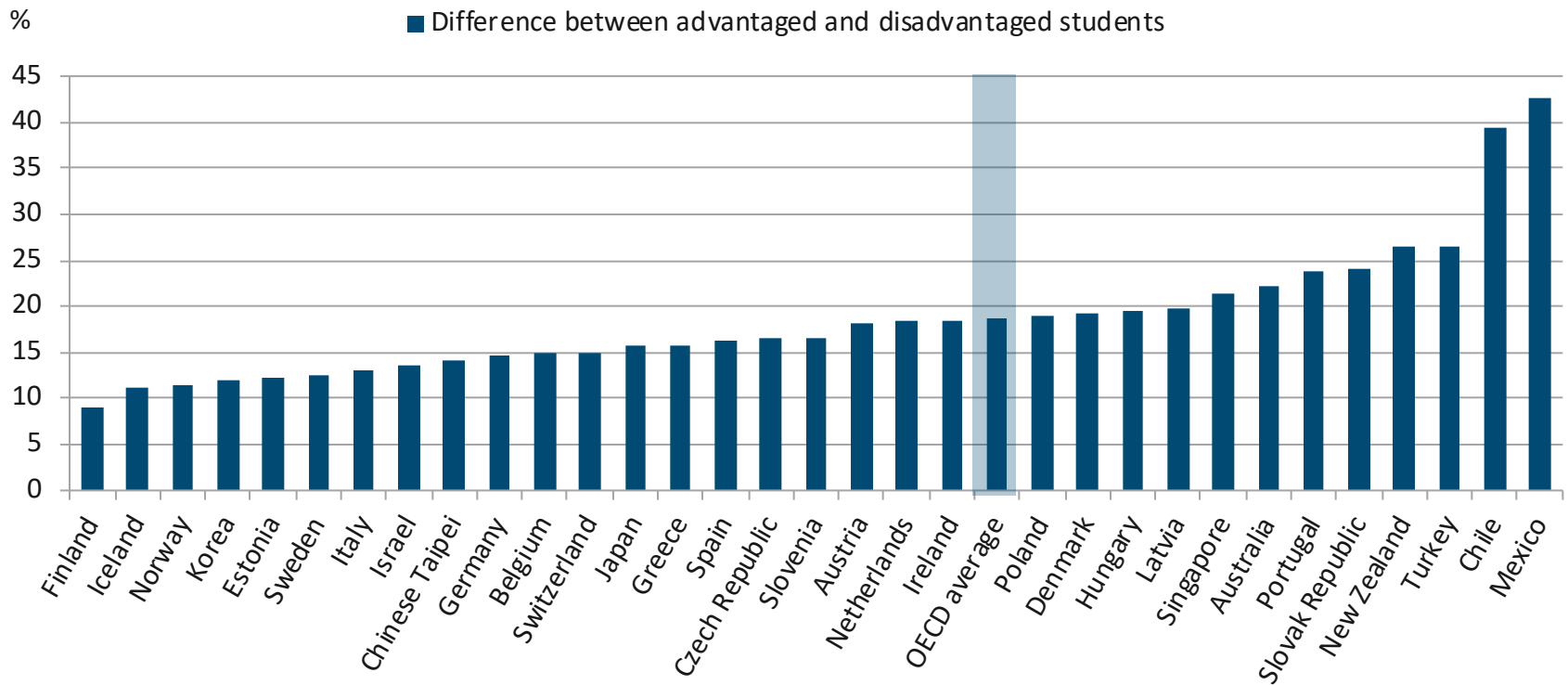
Font: OECD (2015), *Students, Computers and Learning: Making the Connection*, PISA, OECD Publishing, Paris.



La “nova” bretxa digital

Usos

Difference between advantaged and disadvantaged students in reading news/obtaining practical information from the Internet, 2012



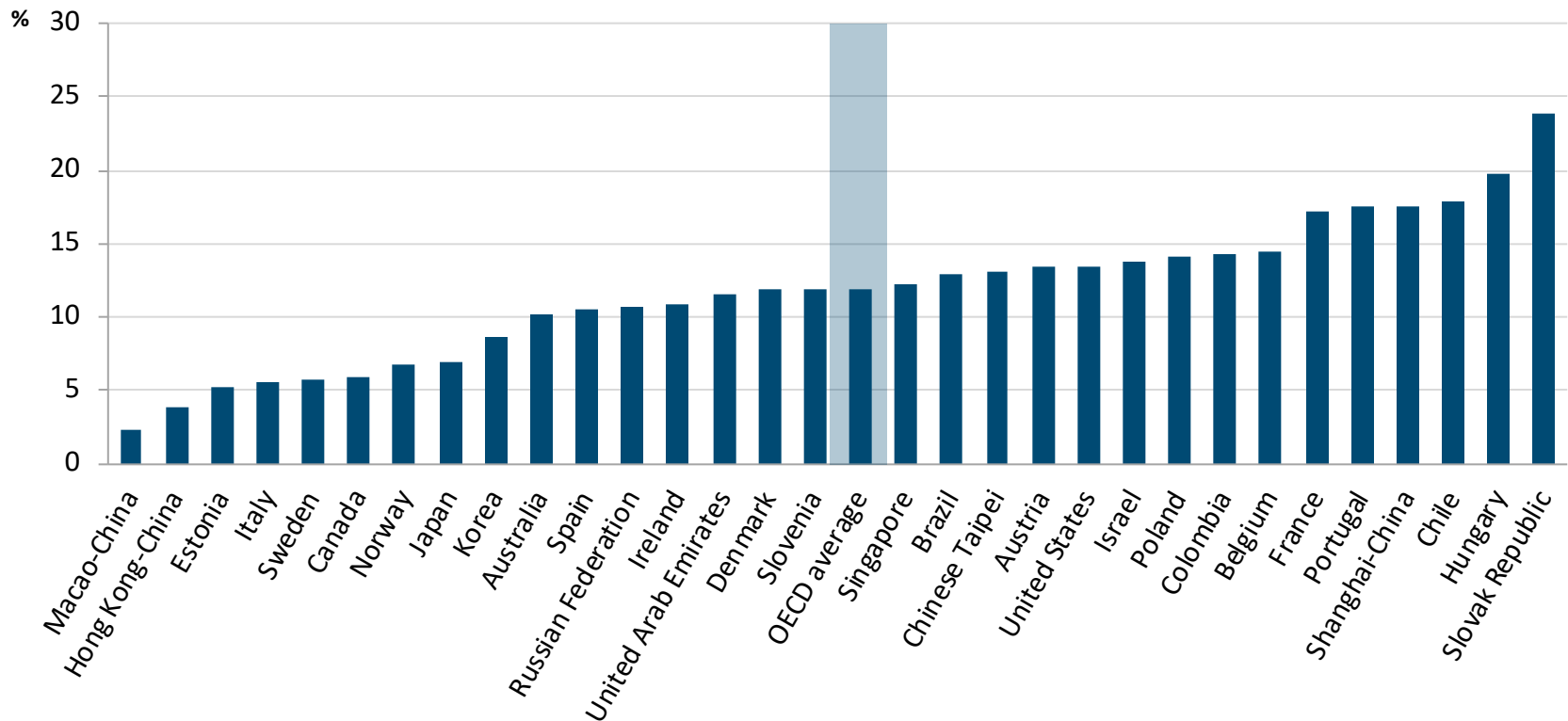
Font: OECD (2016), "Are there differences in how advantaged and disadvantaged students use the Internet?", *PISA in Focus*, No. 64, OECD Publishing, Paris.



La “nova” bretxa digital

Competències

Variation in digital reading performance explained by socio-economic status, 2012



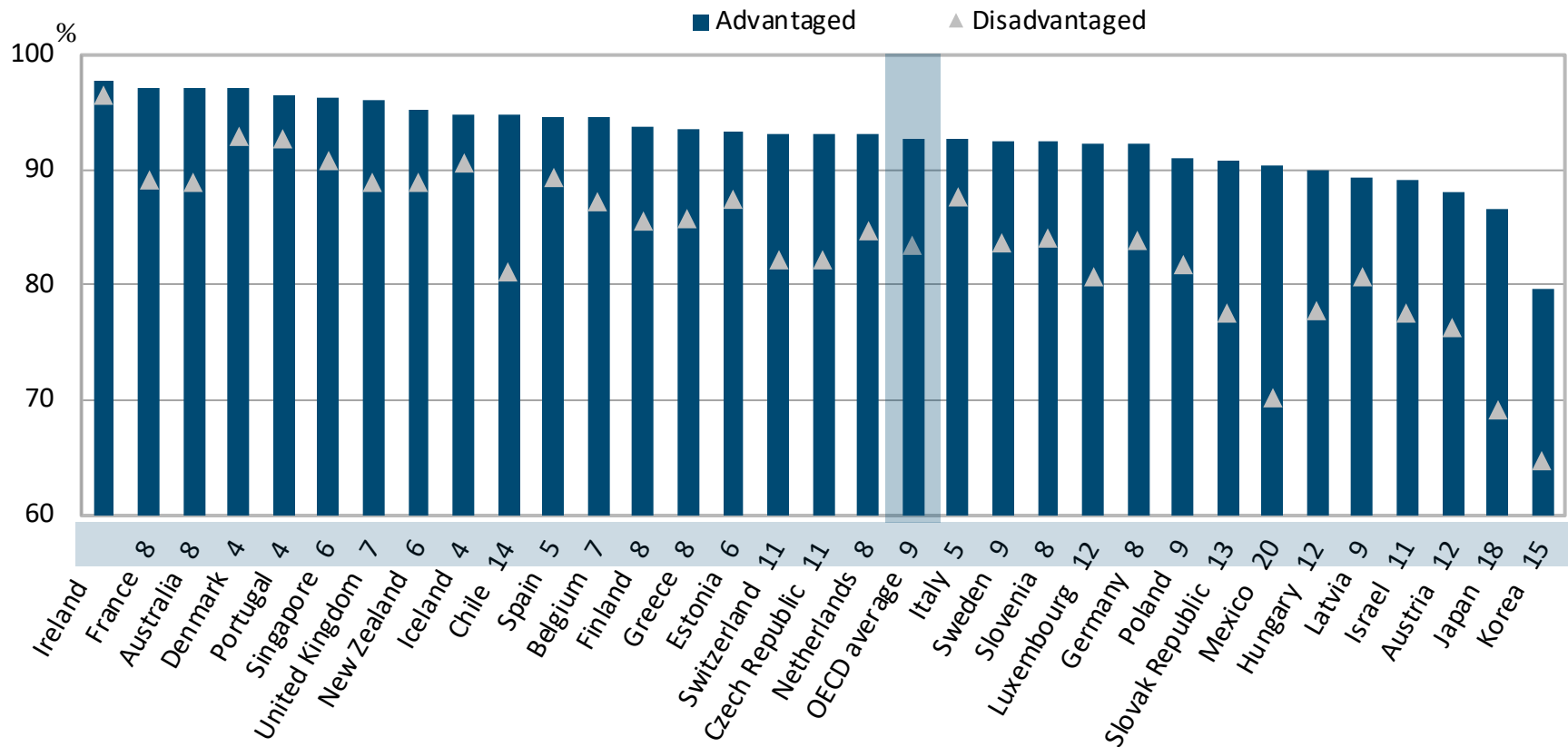
Font: OECD (2015), *Students, Computers and Learning*, OECD Publishing, Paris.



La “nova” bretxa digital

Actituds i valors

The Internet is good resource for obtaining practical information, 2015

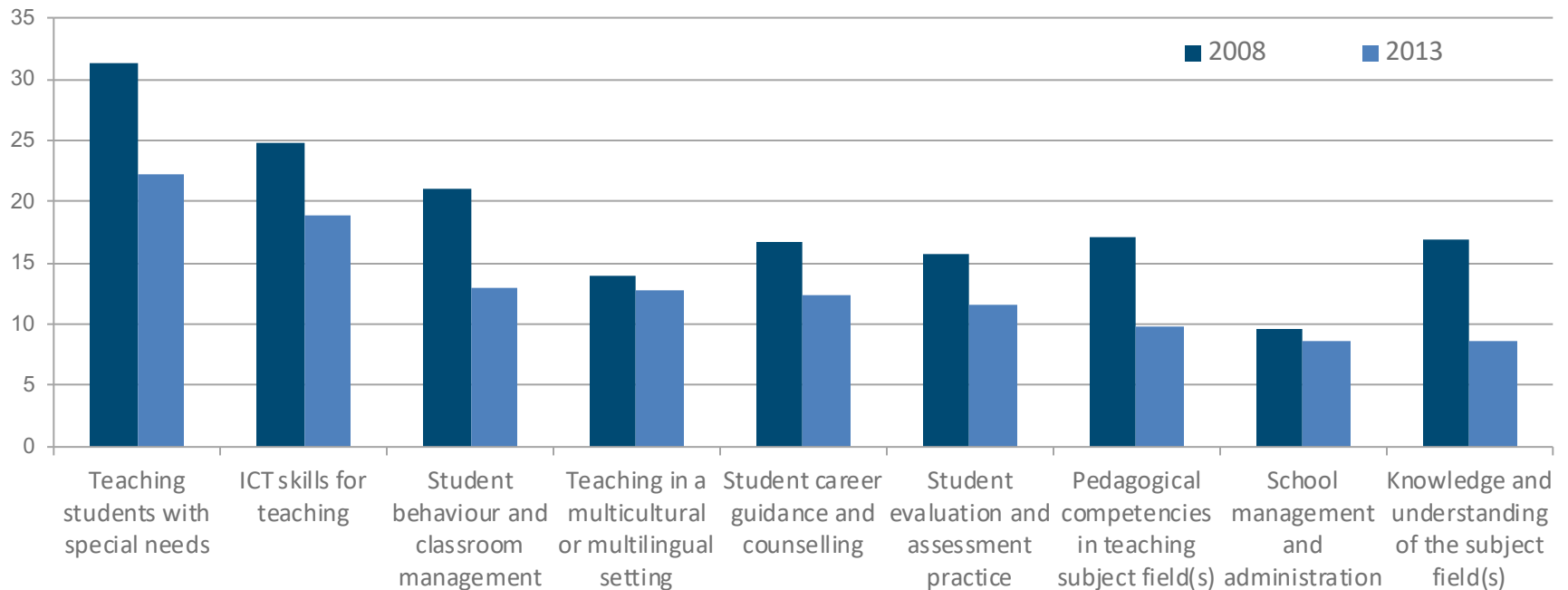


Font: OECD (2017), *PISA 2015 Results (Volume III): Students' Well-being*, PISA, OECD Publishing, Paris.



La formació dels docents

Percent of teachers who report a "high" level of need for professional development

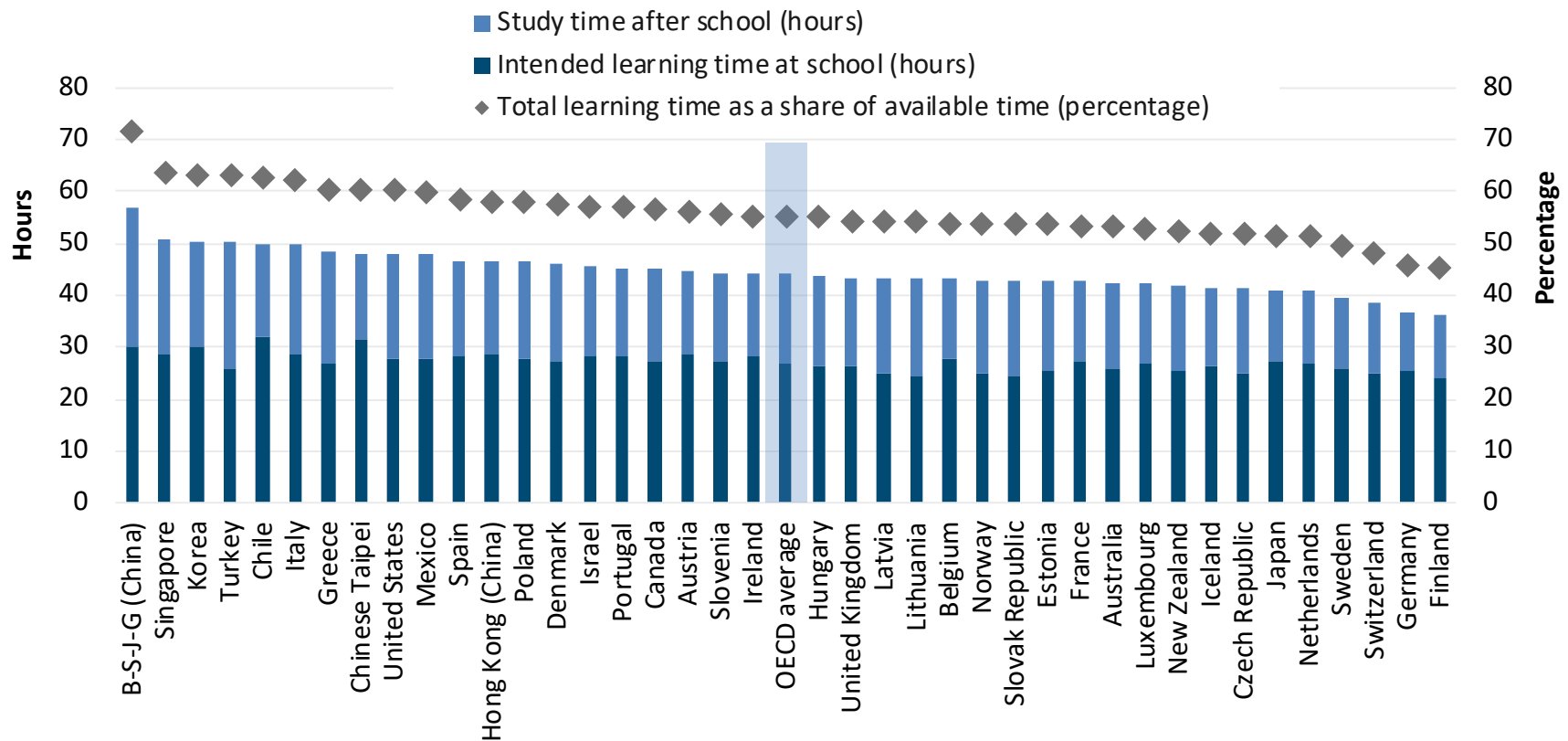


Font: OECD (2014), *Teaching and Learning International Survey (TALIS) 2013 Results*, OECD Publishing, Paris



L'aprenentatge fora de l'horari lectiu

Hores dedicades a l'aprenentatge dins i fora l'escola (esquerra) i percentatge respecte el total d'hores actives entre setmana (dreta)

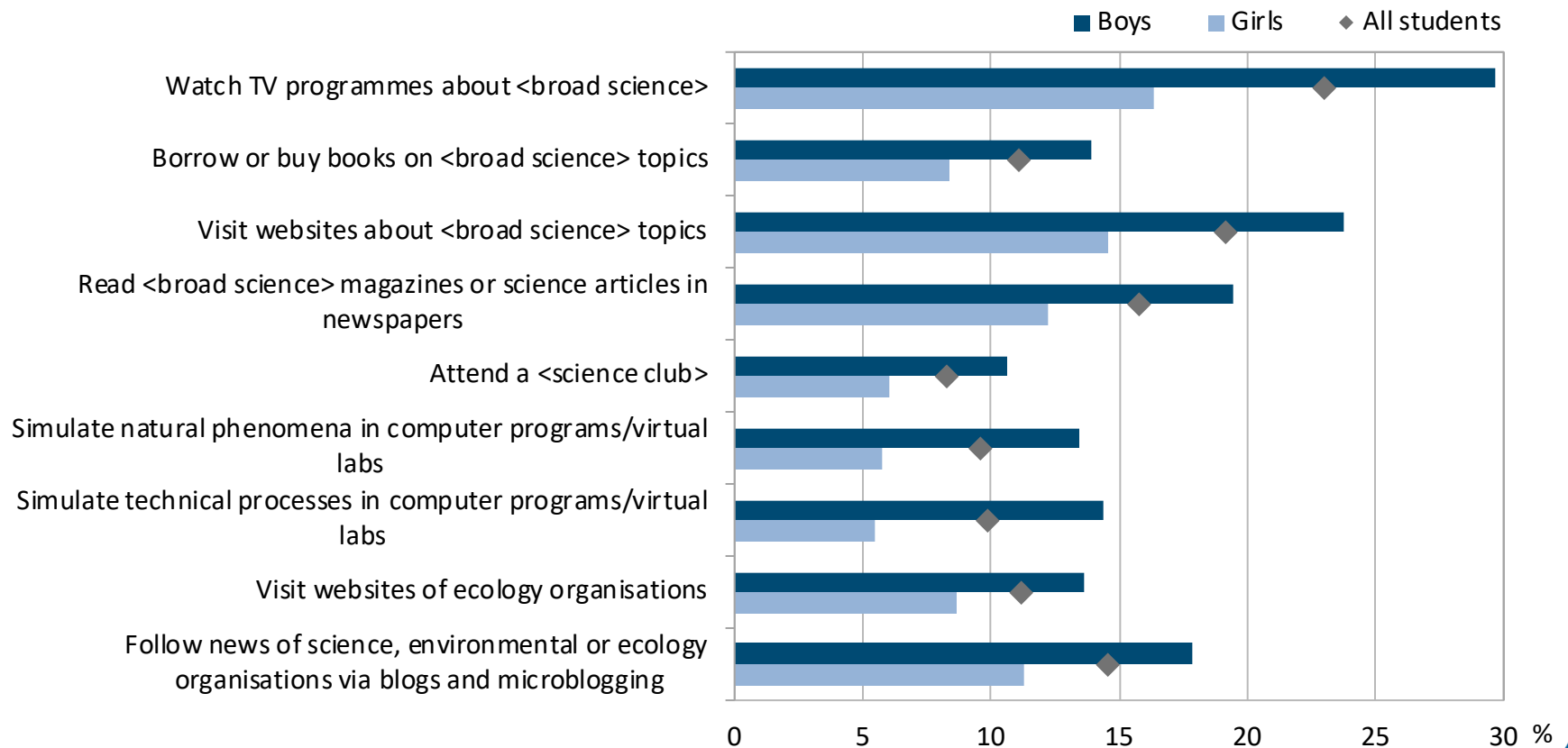


Font: OECD (2016), *PISA 2015 Results (Volume II): Excellence and Equity in Education*, PISA, OECD Publishing, Paris



Expectatives i estereotips

Students who reported engaging in science activities "very often" or "regularly" by gender, 2015

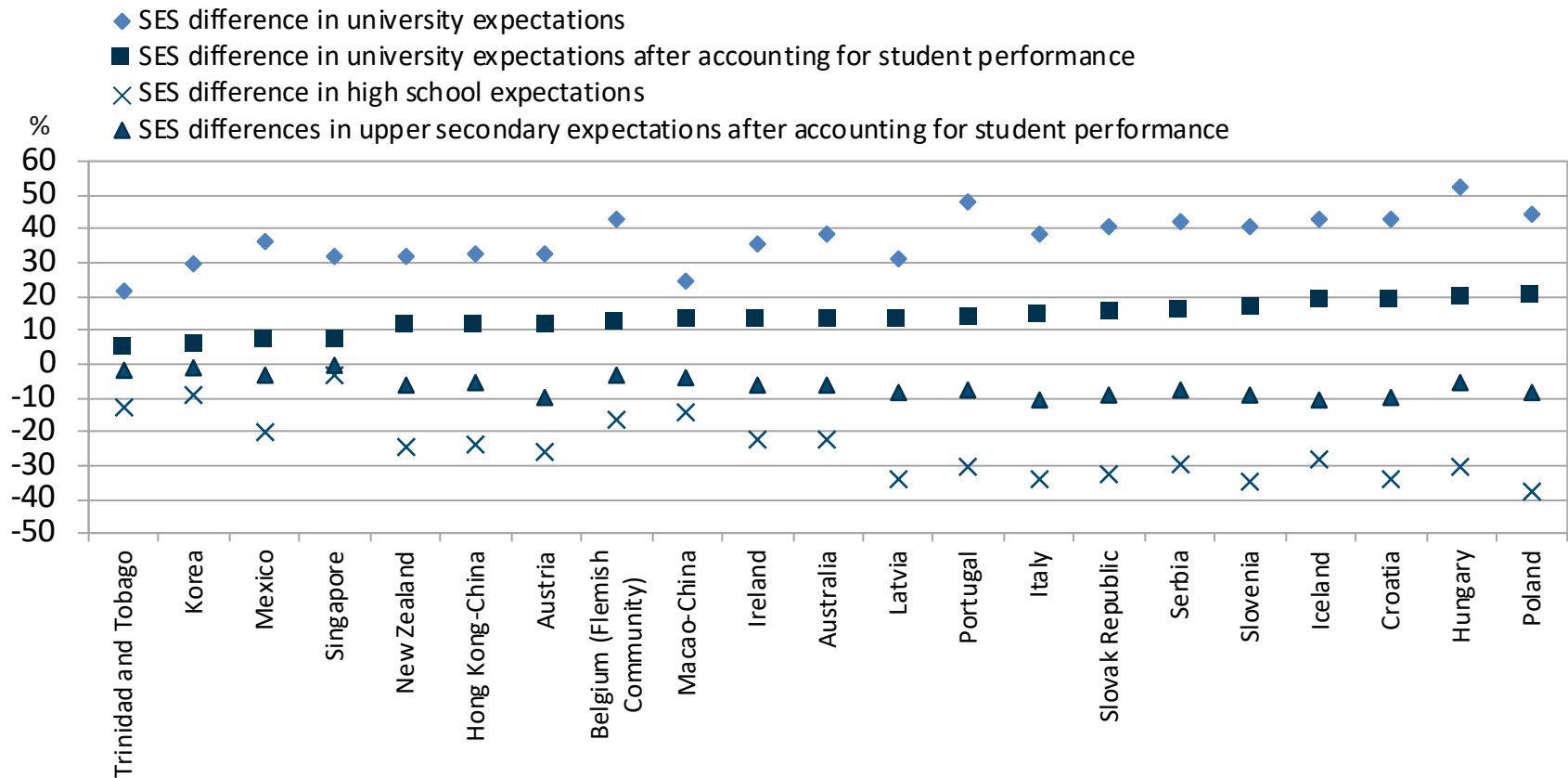


Font: OECD (2016), *PISA 2015 Results (Volume I): Excellence and Equity in Education*, PISA, OECD Publishing, Paris



Entorn i expectatives

Socio-economic differences in expectations of completing a university and upper secondary degree

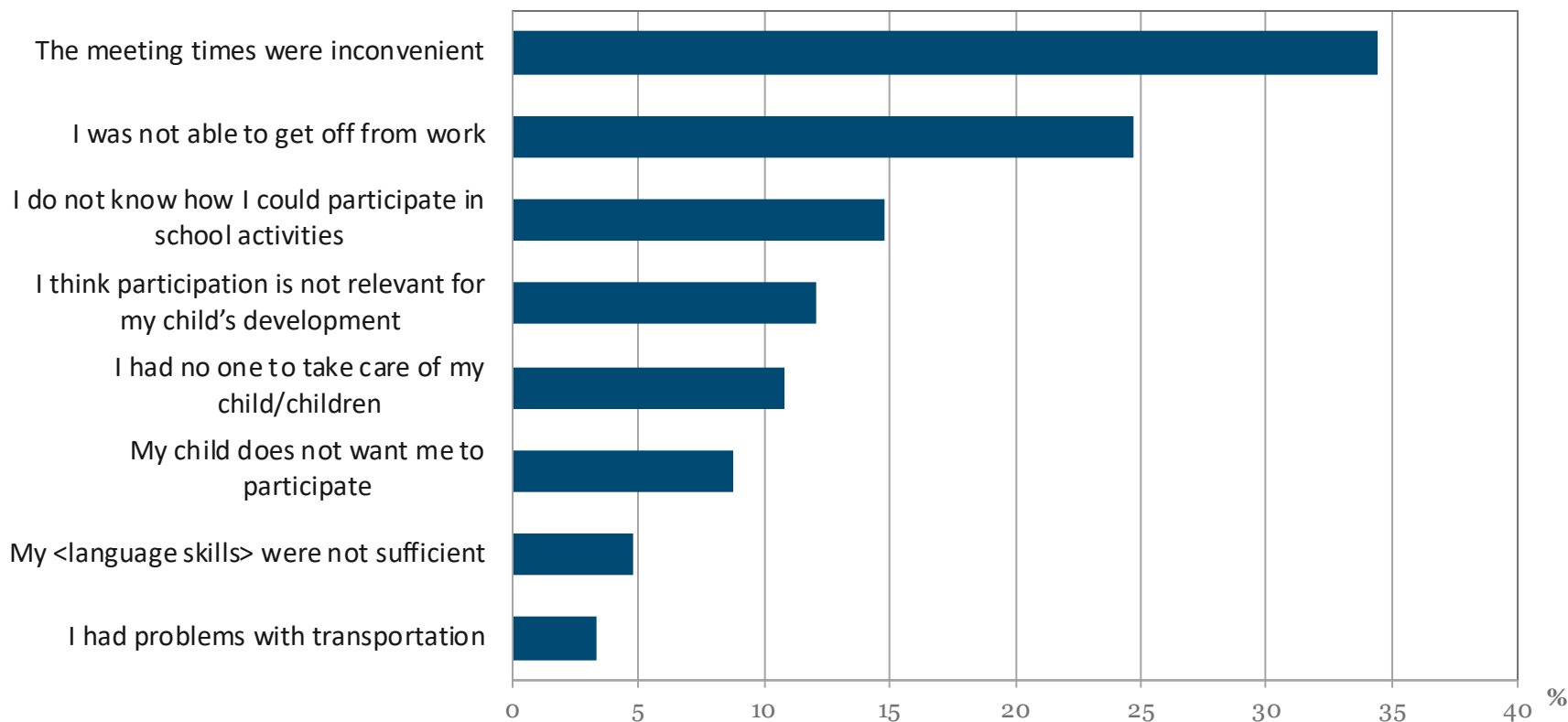


Font: OECD (2012), *Grade Expectations: How Marks and Education Policies Shape Students' Ambitions*, OECD Publishing, Paris



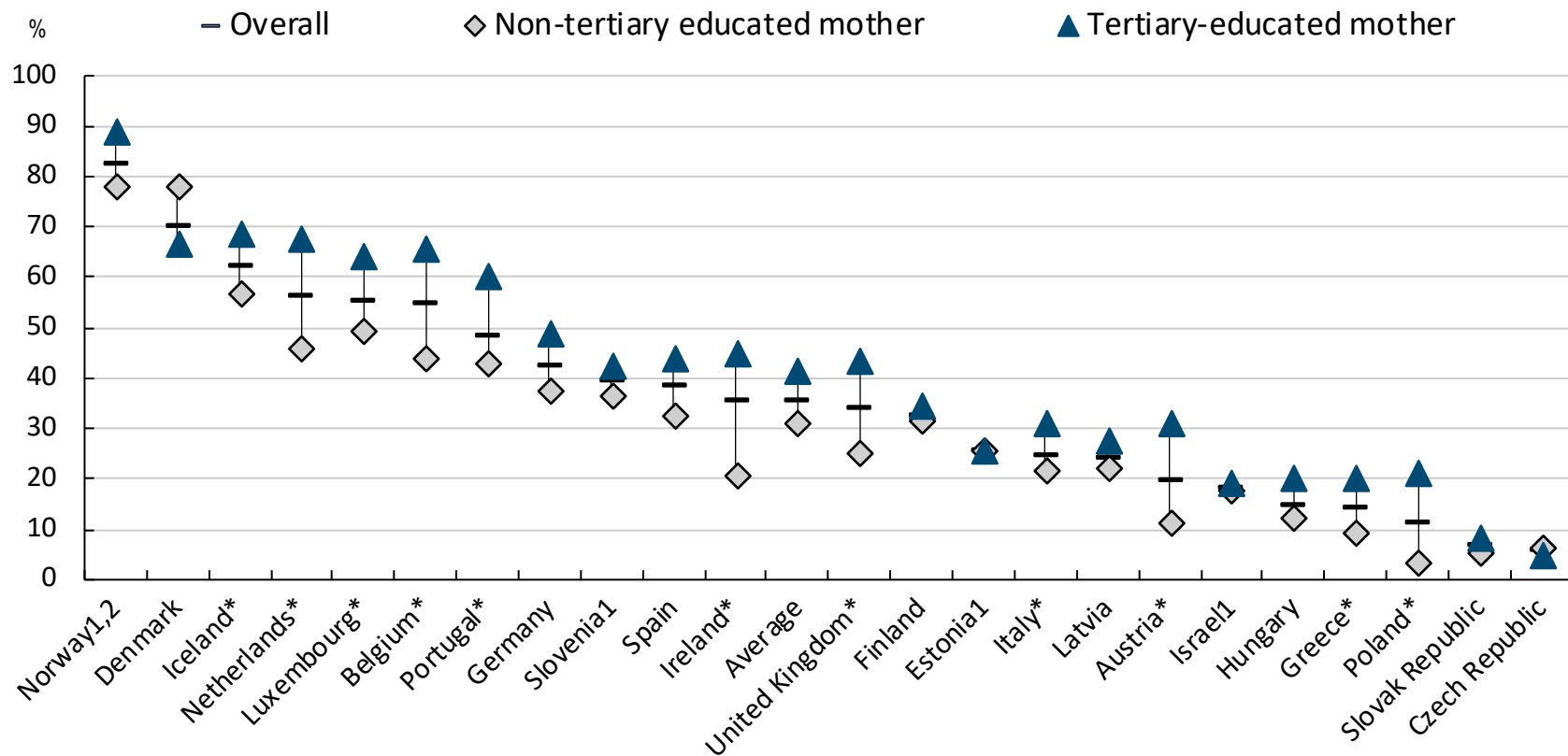
La relació escola-famílies

Dificultats per a participar de les activitats escolars dels fills segons els pares (Espanya)



Font: OECD (2017), *PISA 2015 Results (Volume III)*;; PISA, OECD Publishing, Paris.

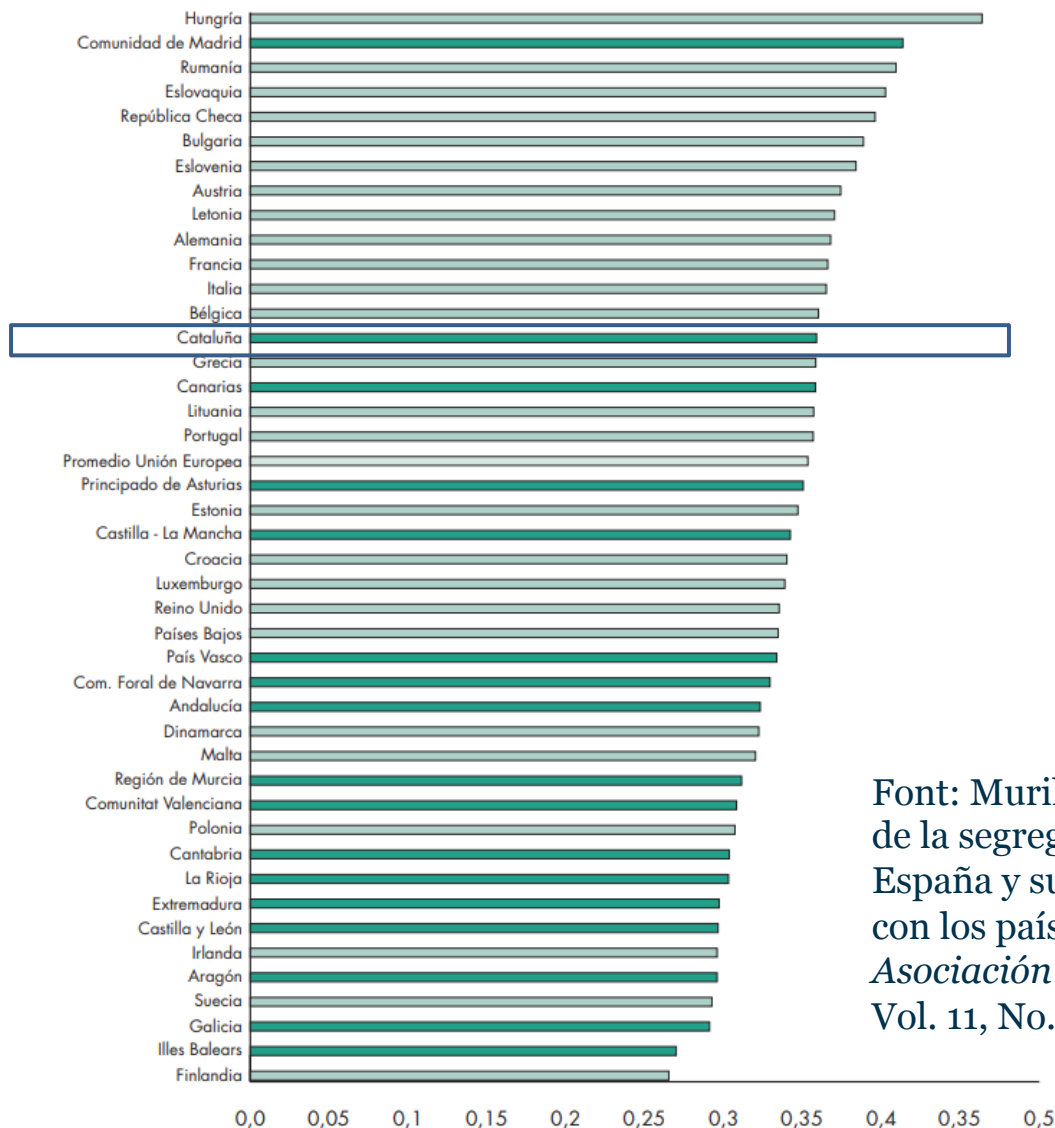
Taxa d'escolarització dels menors de 3 anys, segons el nivell educatiu de la mare (2014)



Font: OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.



Segregació escolar



Font: Murillo, F. J., & Garrido, C. M. (2018), “Magnitud de la segregación escolar por nivel socioeconómico en España y sus Comunidades Autónomas y comparación con los países de la Unión Europea”, *Revista de la Asociación de Sociología de la Educación (RASE)*, Vol. 11, No. 1, pp. 37-58.



Recursos útiles



Trends Shaping Education Spotlights

Dades internacionals, recerca acadèmica i exemples pràctics

- **Últims números:**

Núm. 15: *Tecnologia i educació*

Núm. 16: *Escriptura i digitalització*

Núm. 17: *Salut física i mental*

- **Pròximament (2019):**

Núm. 18: *Jugar importa!*

Núm. 19: *La seguretat financera*

Núm. 20: *Sobre amor i sexe: Com ens relacionem?*

Trends Shaping Education Spotlight 11

People on the Move

International mobility is on the rise, and the growing number of people coming and going across borders leads to increasingly diverse communities. Education has an important role to play in developing the competencies required for our increasingly global world.

Growing mobility, i

The UN estimates that million people can be international migrants.

also growing international countries of origin, long an impact on our com are treated as full mem integrating difference it be a powerful lever for appropriate conditions

Figure 1: Trends



Trends Shaping Education Spotlight 12

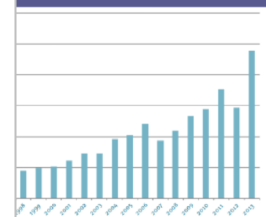
Neurodiversity in Education

Diversity in the classroom includes differences in the way students' brains learn, or neurodiversity. Neurodevelopmental disorders such as autism spectrum disorder (ASD) and attention deficit hyperactive disorder (ADHD) affect increasingly large numbers of students. Education systems must work to meet the needs of these students and ensure that all types of learners thrive at school and beyond.

the cases of Autism and ADHD

can affect emotions, learning ability and memory. rise, although there are questions about how much ness and better diagnoses rather than a real increase indications for a particular disorder is one way to track the ADHD medication methylphenidate has increased last two decades (Figure 1). Canada, Iceland, and th the largest reported consumption rates in recent erlands and Sweden (INCB, 2017).

ADHD medication (Methylphenidate), 1990-2013



DD (defined daily doses for statistical purposes). In, New York.

scholar/2014/5/mgna/08_2014.pdf

Trends Shaping Education Spotlight 13

Citizens with a say

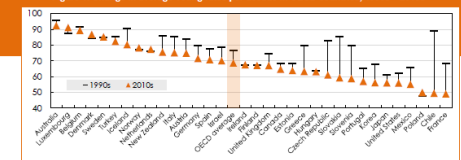
A well-functioning democracy relies on the knowledge, skills and engagement of its citizens as well as good institutional design. Empowering citizens to understand their rights and fully participate in their societies is part of the mission of schools in all OECD countries.

Lower interest in politics

On average, one in five people report not being at all interested in politics across OECD countries (OECD, 2016a). Interest is lower among the young, for whom the average is one in four. While interest is relatively high in Denmark, Germany and Japan, the share of the population that claims to have no interest in politics is around 40% in Chile and Portugal. Those aged 15 to 29 show lower interest than older populations in all OECD countries except for Portugal, Spain and Turkey.

In addition, voter turnout has declined on average since 1990, from an average of 77% in 1990s to 69% in the 2010s (Figure 1). While voting rates have remained more or less stable in some countries, such as the Nordic countries (Denmark, Finland, Norway, Sweden), Hungary, Ireland or the Netherlands, rates in the Czech Republic, France, Slovakia and Slovenia fell by about 20 percentage points, and about 40 in Chile.

Figure 1: Change in average voting rates per decade in OECD countries, 1990s - 2010s*



Note: Voting in Australia, Belgium and Luxembourg is compulsory. Countries are ranked in descending order by the average voting rates for the period 2010-17, covering national parliamentary elections from 2010 to the latest year with data available.

Source: author, from data of the International IDEA's Voter Turnout Database. www.idea.int



Altres recursos



Equity in Education

BREAKING DOWN BARRIERS TO SOCIAL MOBILITY



Equity and Quality in Education

SUPPORTING DISADVANTAGED STUDENTS AND SCHOOLS



OECD Reviews of Migrant Education

The Resilience of Students with an Immigrant Background

FACTORS THAT SHAPE WELL-BEING



WHAT DO WE KNOW ABOUT CHILDREN AND TECHNOLOGY?



Educational Research and Innovation

Teachers as Designers of Learning Environments

THE IMPORTANCE OF INNOVATIVE PEDAGOGIES

Alejandro Paniagua and David Istance



Centre for Educational Research and Innovation





Gràcies!

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