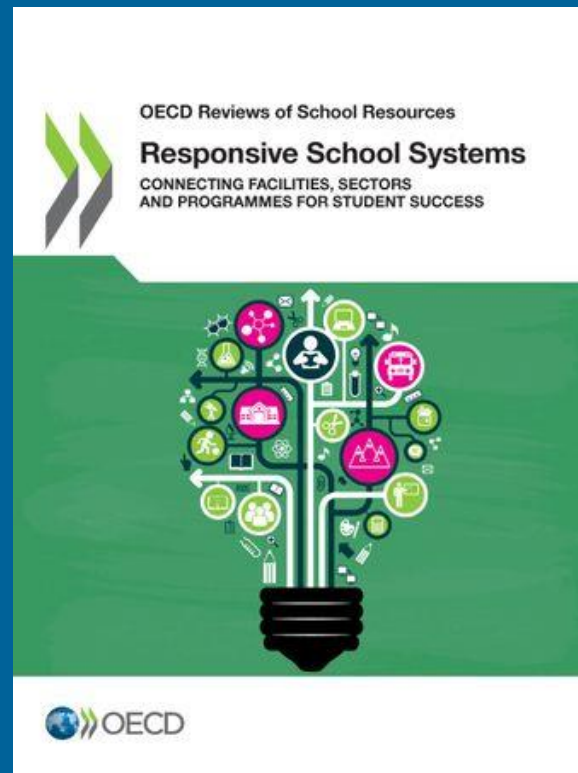




OECD School Resources Review

Responsive School Systems



Lied Commission
Expert Seminar

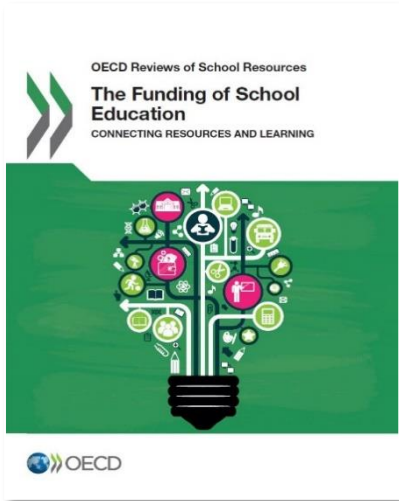
Paris, 7 March 2019

Deborah Nusche, Project Leader School Resources Review
OECD Directorate for Education and Skills



The OECD School Resources Review

Scope



Published June 2017



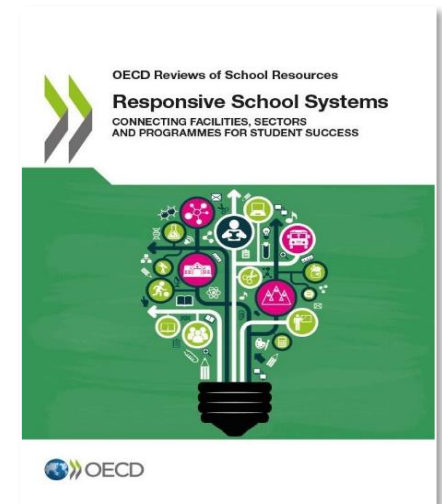
School funding

School networks



School professionals

Time, ICT



Published Oct. 2018



The OECD School Resources Review Methodology

Analysis



Country reviews



Synthesis



All documents are available at:

<http://www.oecd.org/education/schoolresourcesreview.htm>



The OECD School Resources Review

Country participation



18 Country Background Reports published



12 OECD Country Reviews published

Austria
Belgium (Flemish Community)
Belgium (French Community)
Chile
Colombia
Czech Republic
Denmark
Estonia
Iceland
Kazakhstan
Luxembourg
Lithuania
Portugal
Slovak Republic
Slovenia
Sweden
Spain
Uruguay



The OECD School Resources Review

Country participation

- **It is not too late for countries to join the Review.**
The project has capacity to conduct further country reviews in 2019-20
- Country support can focus on
 - The entire framework (funding, network, staff)
 - One strand of work (e.g. designing responsive school systems)
 - A particular reform (e.g. secondary education design)



The OECD School Resources Review

Designing Responsive School Systems



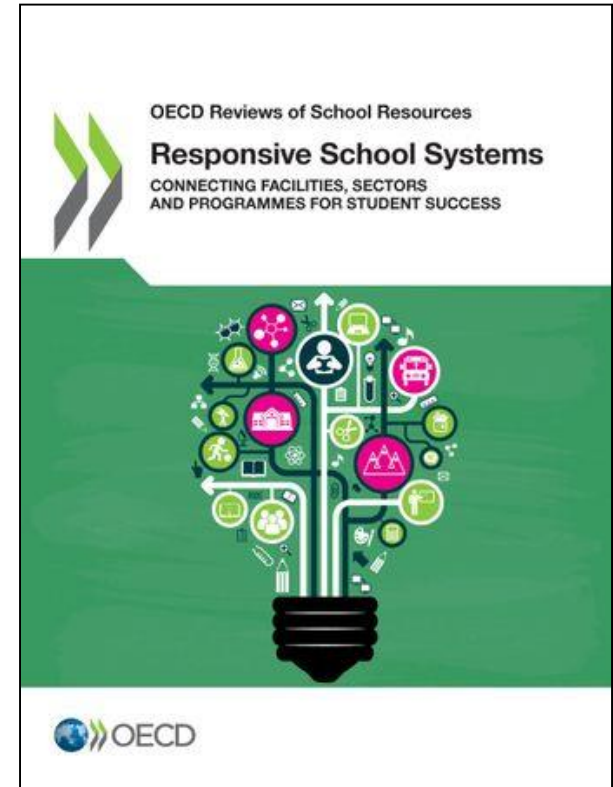
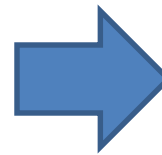
**School
funding**

**School
networks**



**School
professionals**

**Other
resources**





Context and motivation

Changing school age populations

Change in school-age population between 1990 and 2020 (projected)

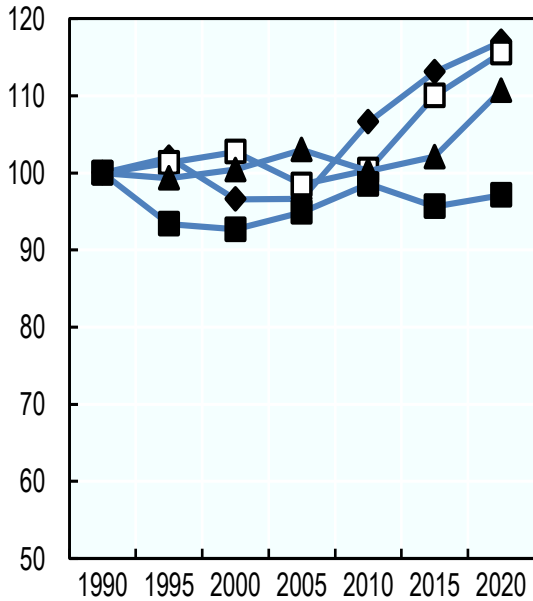
◆ 0 to 4 years

□ 5 to 9 years

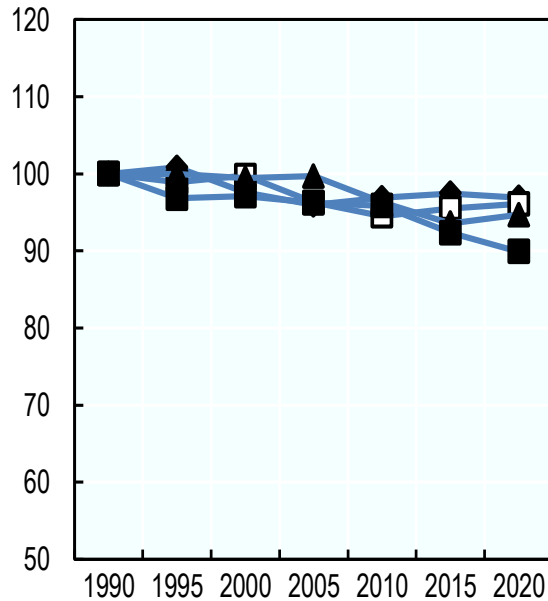
▲ 10 to 14 years

■ 15 to 19 years

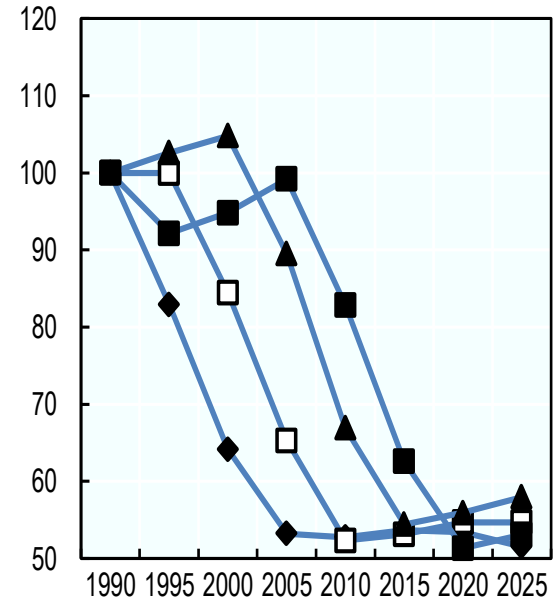
Belgium



OECD



Lithuania

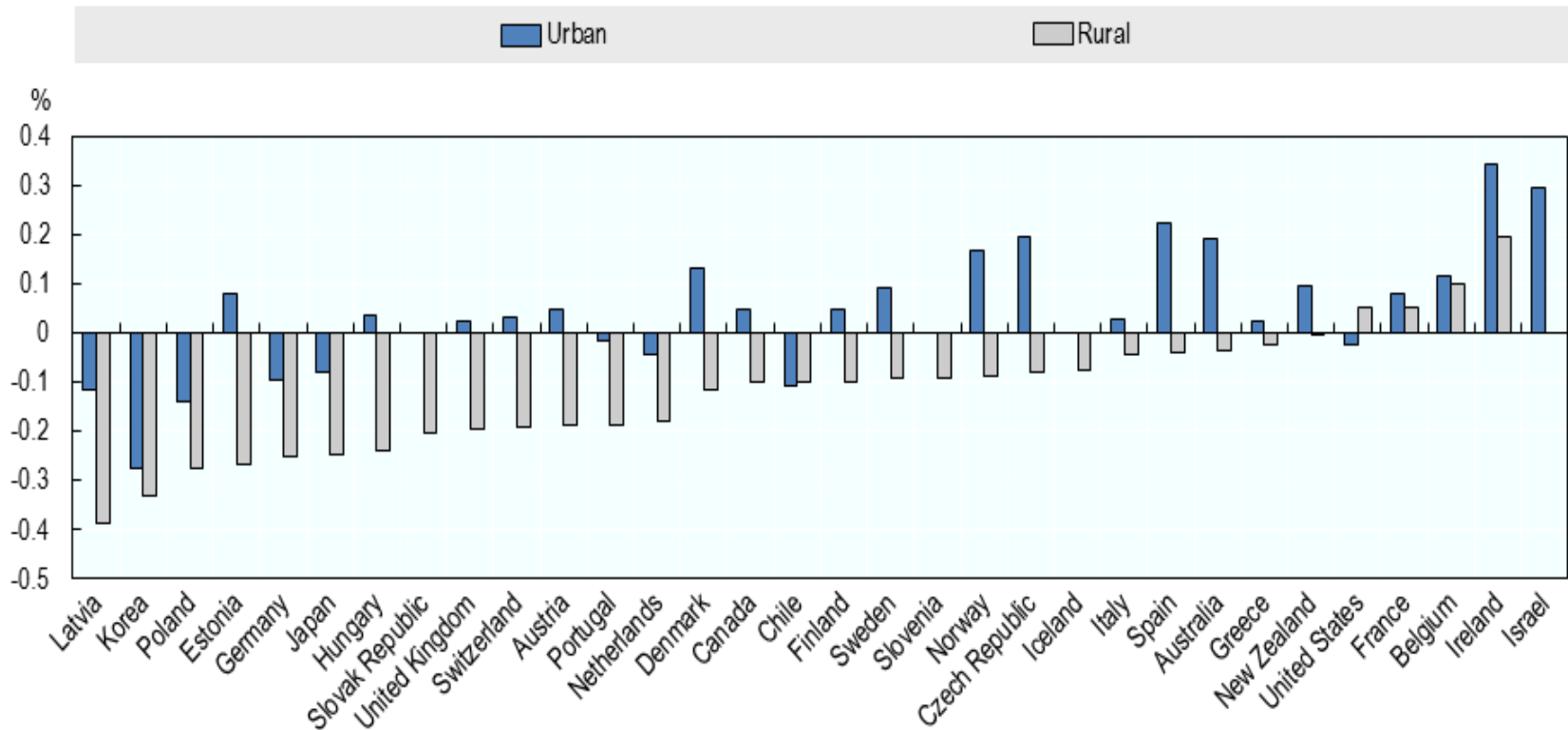




Context and motivation

Demographic changes vary across regions

Change in 0-14 year-old population in rural and urban areas (2001 – 2015)





Context and motivation

Ambitious and evolving educational goals

UN SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”



SDG Target 4.2: Ensure that by 2030 “all girls and boys have access to **quality early childhood development, care and pre-primary education** so that they are ready for primary education”



SDG Target 4.a: “Build and upgrade education **facilities that are child, disability and gender sensitive ...”**

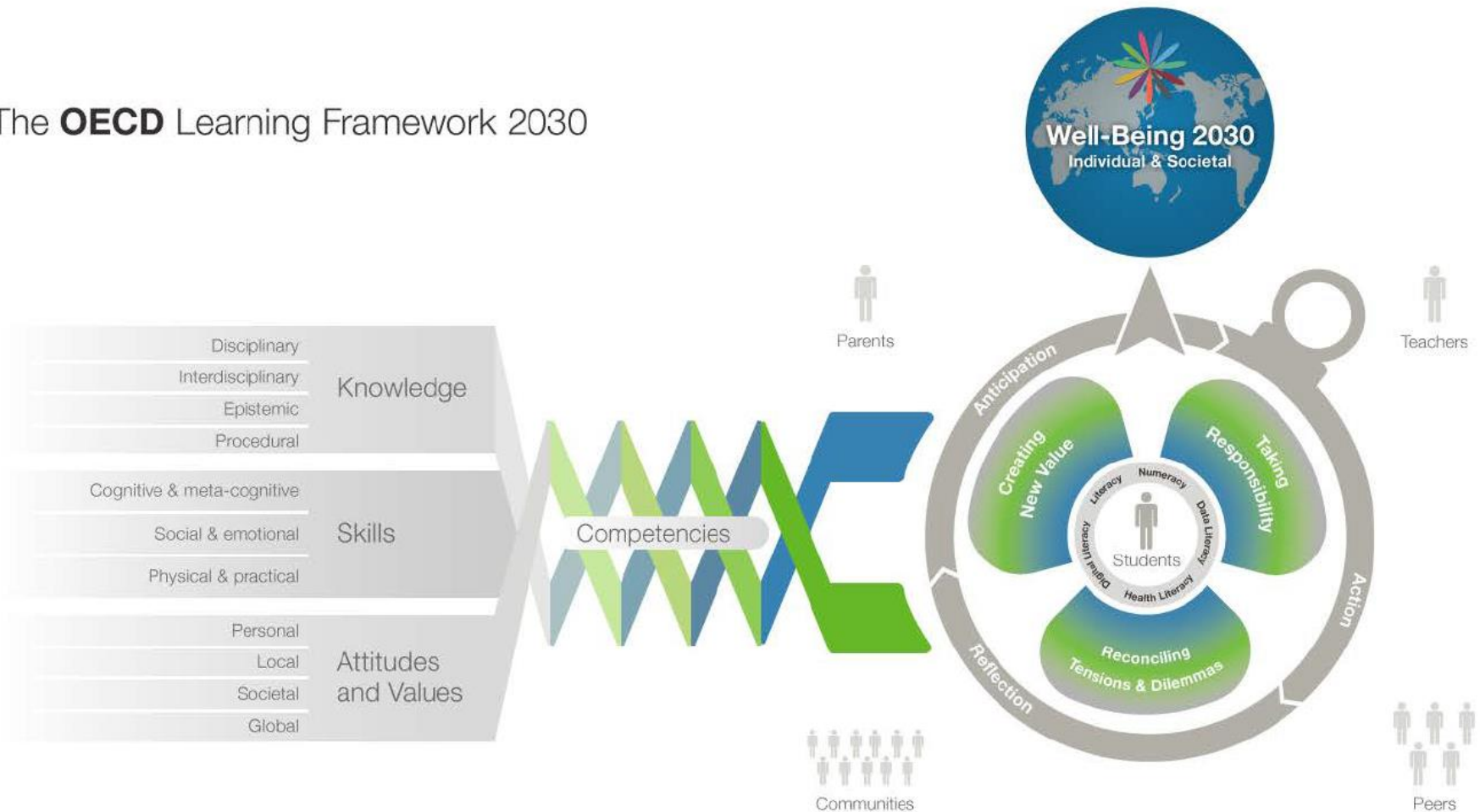
SDG Target 4.5: “...ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities...”



Context and motivation

Preparing students for the future

The **OECD** Learning Framework 2030

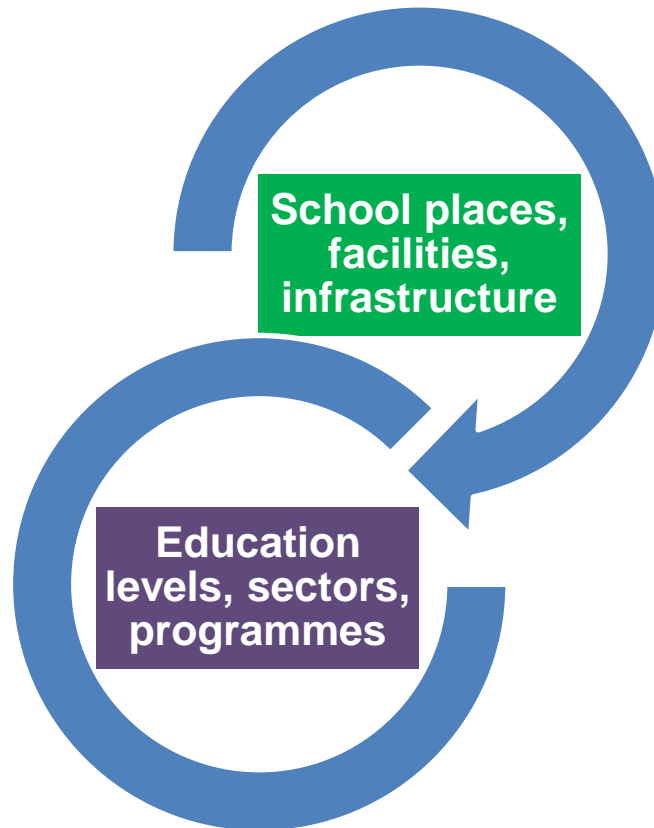




Responsive school systems

Context and motivation

Systems must be responsive to provide students with the **right educational offer** in the **right places**





RESPONSIVE SCHOOL SYSTEMS:
CO-ORDINATING LEVELS AND SECTORS TO
IMPROVE STUDENT TRAJECTORIES



Co-ordinating levels and sectors

Efficiency and equity challenges

Vertical transitions

The sequential progression of students...

- ...across school years,
- ...across education levels
- ...into the labour market

Horizontal transitions

Students' movements between parallel education sectors and tracks

- Tracking and assignment
 - General <-> VET
 - Mainstream <-> SEN



Co-ordinating levels and sectors

Efficiency and equity challenges

Vertical transitions

- Reducing **early school leaving & grade repetition**
- Identifying and **supporting at-risk students**
- Fostering **linkages across educational levels**
- Facilitating successful **transitions beyond school**

Horizontal transitions

- Considering alternatives to **early tracking**
- Increasing **fluidity across pathways**
- **Limiting fragmentation** of the programme offer
- **Co-ordinating resources** across sectors



RESPONSIVE SCHOOL SYSTEMS:
**IMPROVING TRANSITIONS ACROSS
YEARS AND LEVELS OF EDUCATION**



Strengthening vertical transitions

What are the key transition points?

- ECEC to primary
- Primary to lower secondary
- Lower to upper secondary
- Upper secondary to post-secondary



Strengthening vertical transitions

How should school years be configured?

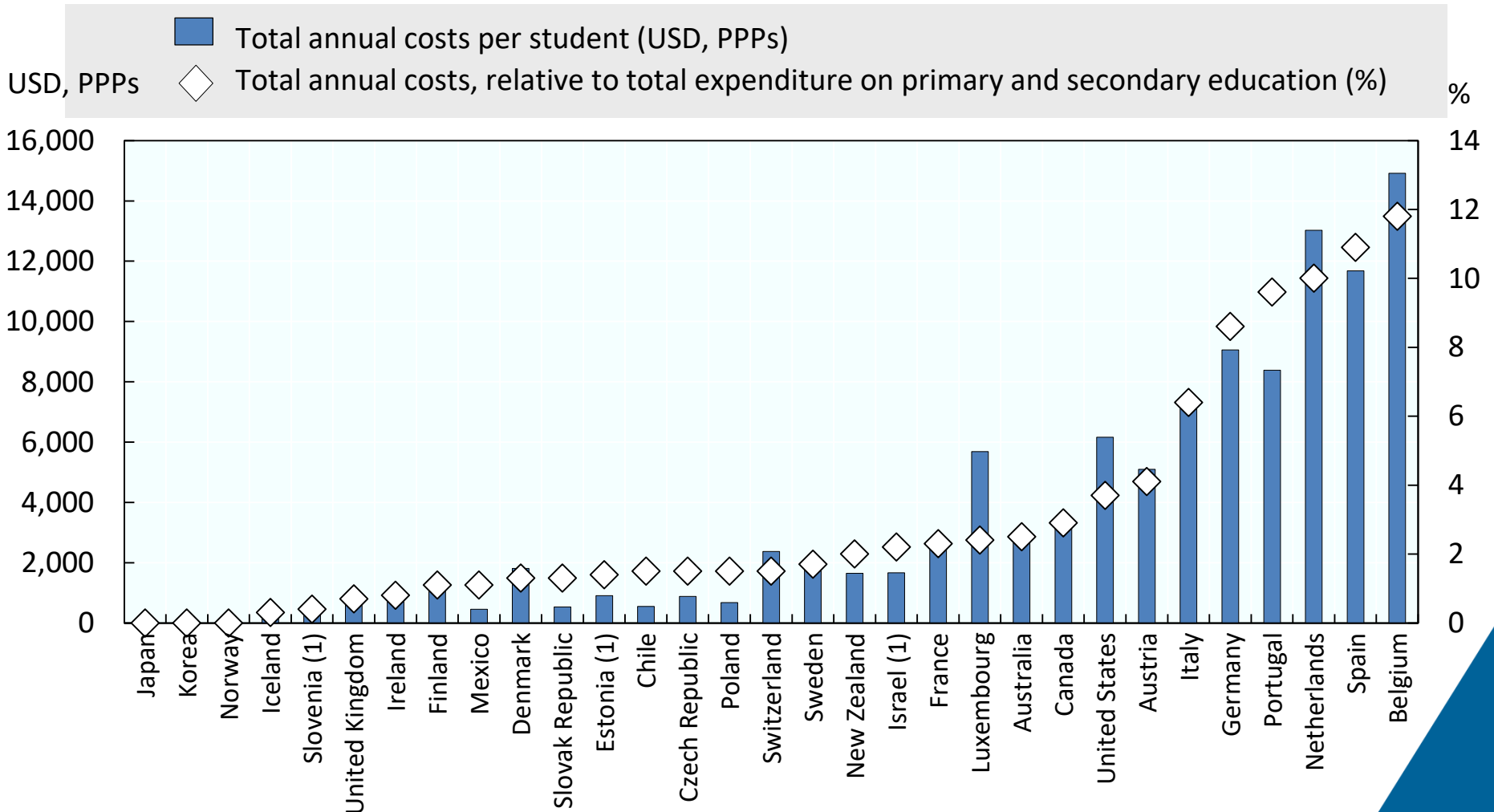
- Benefits of avoiding the disruptive effect of transitions
 - Address concerns about early tracking
 - Design developmentally appropriate bands
 - Achieve more efficient allocation of resources
- Examples
 - Eliminating or delaying the transition between primary and lower secondary (US, SWE, GER)
 - Grouping schools offering different levels of education (PRT), linked to integrated curriculum



Strengthening vertical transitions

Year repetition: a very costly policy...

The cost of grade repetition , per student and as a proportion of total expenditure

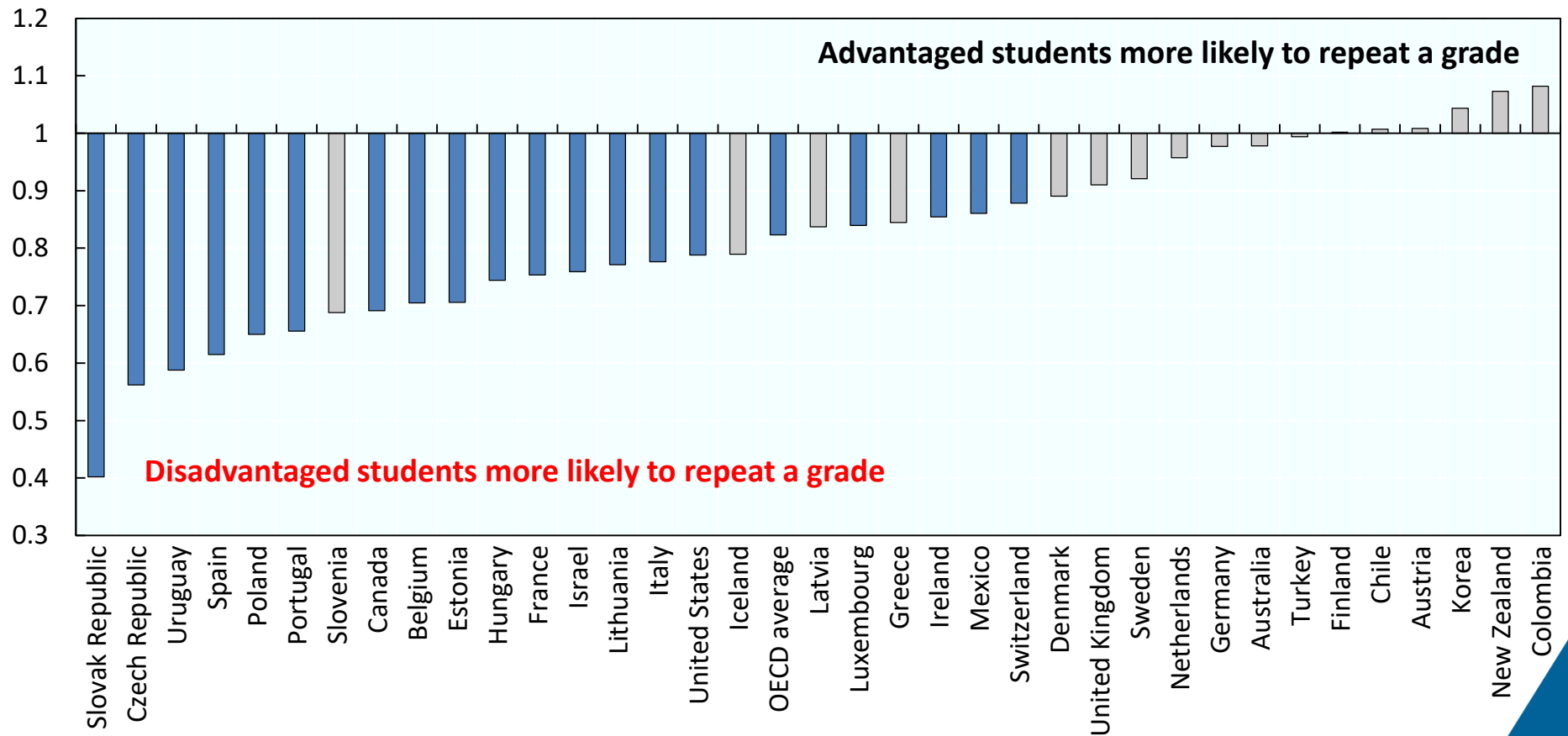




Strengthening vertical transitions

...raising equity concerns...

The impact of students' socio-economic status on the odds of repeating a grade

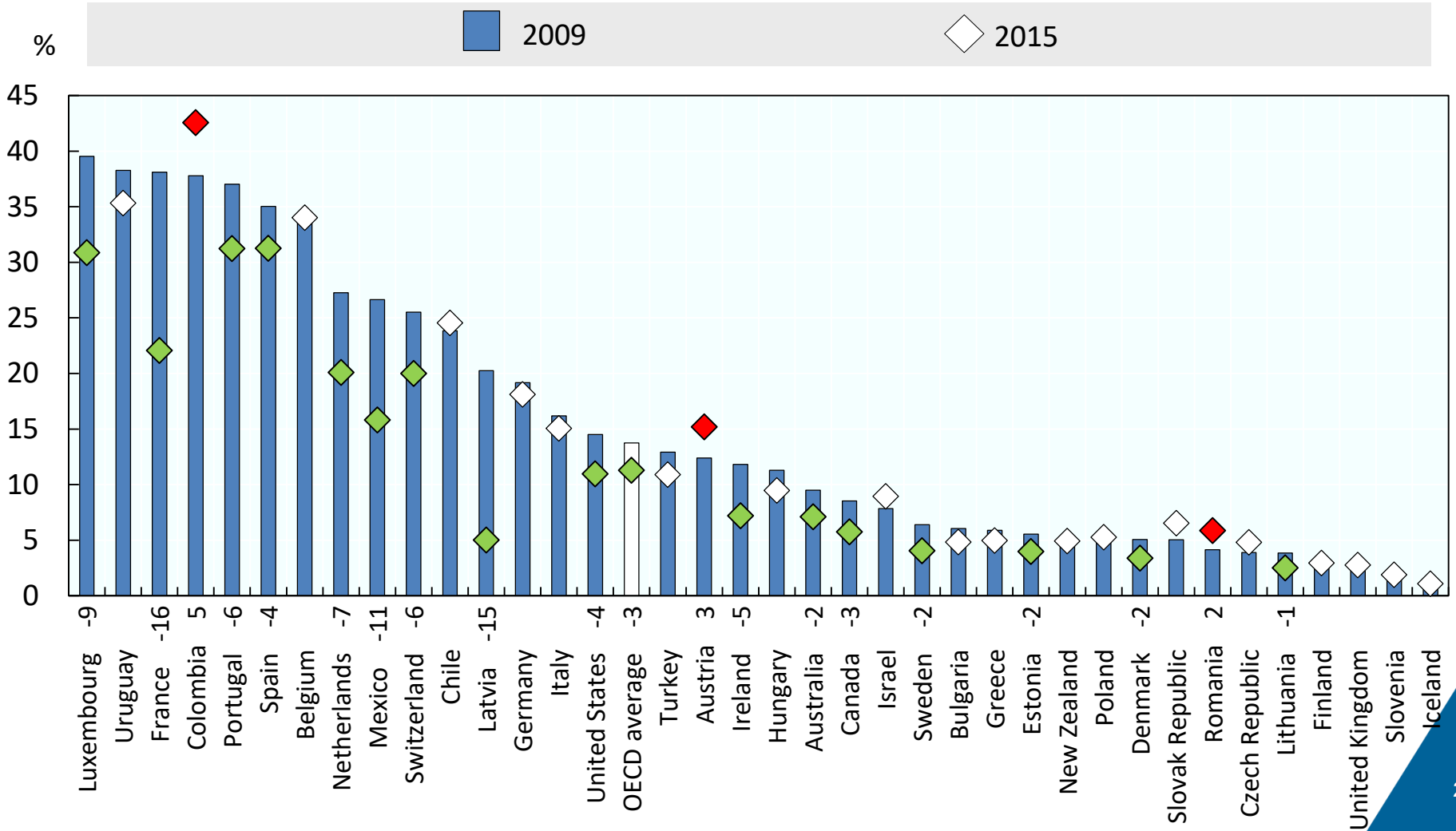




Strengthening vertical transitions

...but many countries are making progress

Change in the percentage of 15-year-olds who had repeated a grade





Strengthening vertical transitions

Reducing grade repetition & dropout (1/2)

How to reduce the reliance on grade repetition?

Using early-warning systems to support targeted intervention

- **Data-tracking systems and indicators** can help to identify at-risk students
 - Ensure students are uniquely identified and their transitions traceable
 - Promote the regular and correct use of indicators by all actors in the system
- Early **targeted intervention** can prevent learning gaps from widening

Promoting effective alternatives to grade repetition

- “**Conditional promotion**” practices
 - Grade repetition vs. promotion need not be a binary choice
- Leading the change in **cultural attitudes** towards repetition

Reform initiatives:

- **Belgium (Fr.) (2016)**: To ensure that grade repetition in the 3rd pre-primary year remains an exception, it now requires assessments from school leaders and health professionals. Early-warning and remediation plans provide further support.



Strengthening vertical transitions

Reducing grade repetition & dropout (2/2)

How do systems address early school leaving?

Investing in alternative interventions for students at-risk of school failure

- **Early-acceleration** programmes can pre-empt disengagement
 - Opportunities to gain tertiary credentials while at upper secondary level
 - Widened access to professional mentors, workplace environments and internships
- Complementary **second-chance programmes** for those who have dropped out of school

Promoting collaboration and transition planning across education levels

- Design of **transition programmes**
- Integration of different levels of schooling (e.g. in **school clusters**)

Reform initiatives:

- **Portugal (since 2005):** Clusters link multiple “basic schools” (Years 1-9) with an upper secondary school under the same leadership. This network structure has facilitated consolidation and reduced the complexity of vertical transitions.

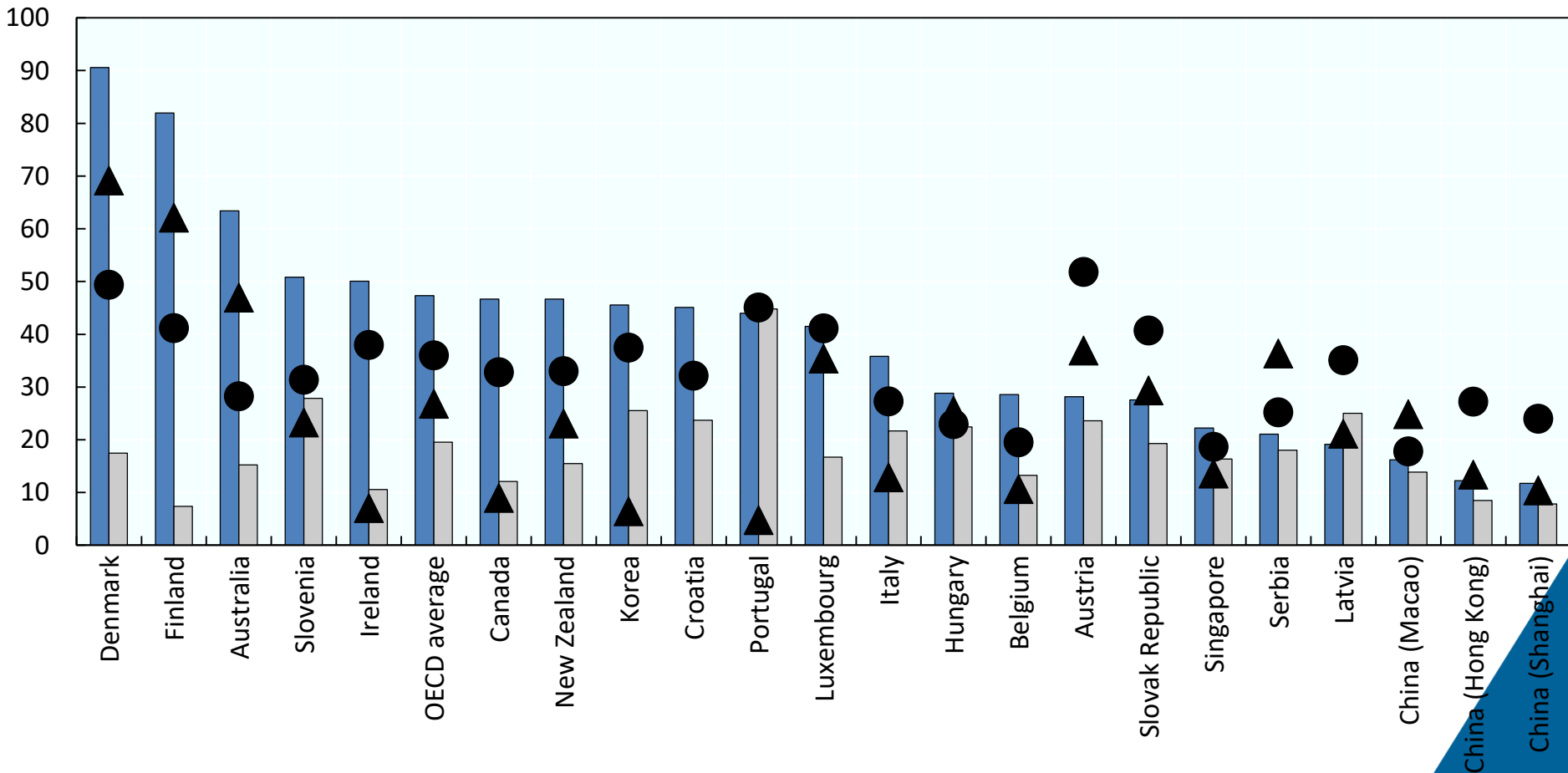


Strengthening vertical transitions

Limited access to formal career guidance

Percentage of 15-year-old students who have accessed career guidance (2012)

■ Career advisor at school ■ Career advisor outside school ▲ Internship ● Worksite visit





Strengthening vertical transitions

Improving access to formal career guidance

How to guide students towards careers that match their interests and potential?

Guarantee appropriate student guidance and counselling

- Adequately support students taking decisions in **key transition points**
- Ensure sufficient number and effective distribution of professional guidance counsellors across schools [\$\$\$]

Reform initiatives:

- **Slovenia (planned)**: School counselling services to provide career information, visits to companies, evaluate students' capabilities (co-ordinated with teachers, external experts and career advisers of the Employment Services).
- Explore interventions informed by latest behavioural insights [\$\$\$]
 - E.g., text messages reminding students of application deadlines to tertiary education



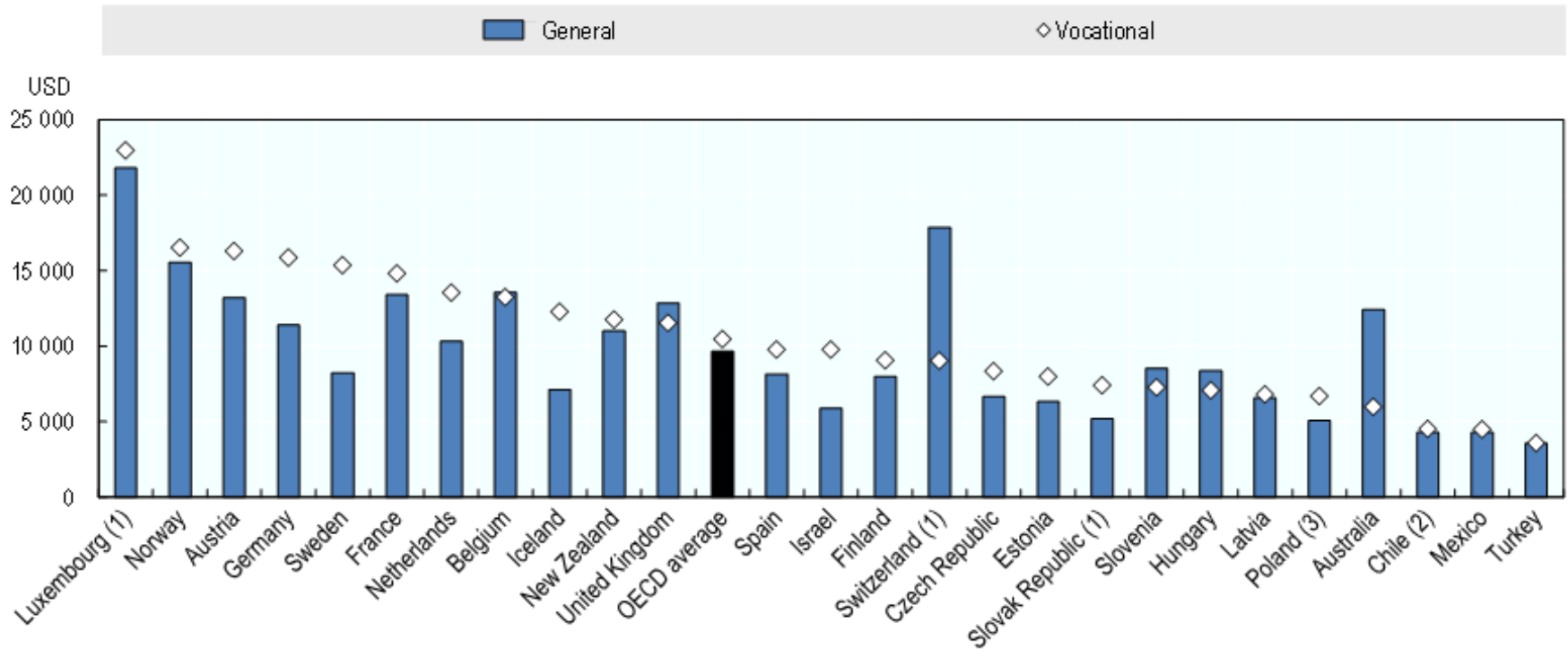
RESPONSIVE SCHOOL SYSTEMS:
**CO-ORDINATING GENERAL AND
VOCATIONAL EDUCATION PATHWAYS**



Co-ordinating general education and VET

The cost of VET systems are high...

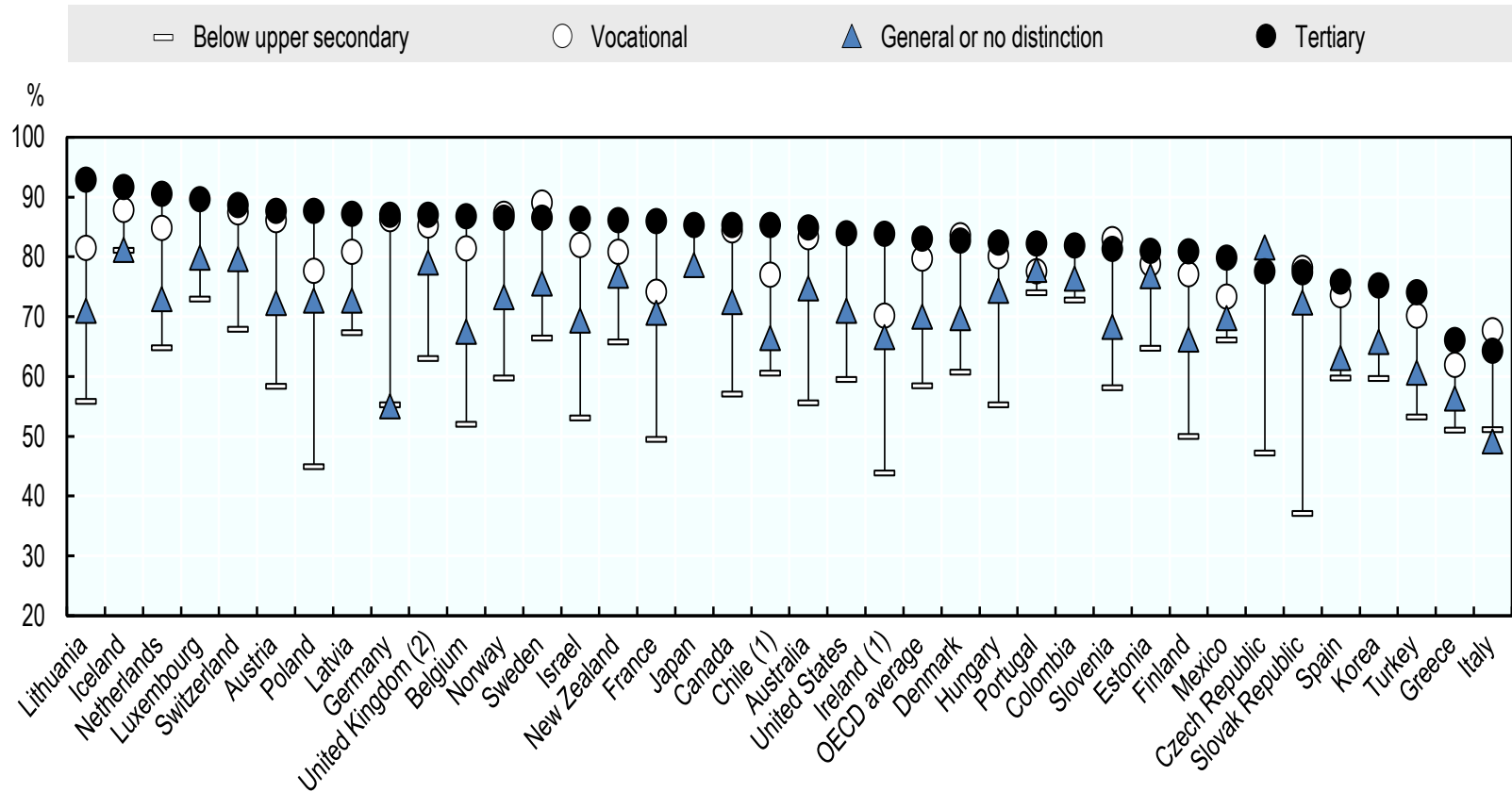
Annual expenditure per student by educational institutions in general and vocational secondary education, 2014





... but the benefits of successful graduation are significant

Employment rates of 25-34 year-olds, by educational attainment and programme orientation, 2016





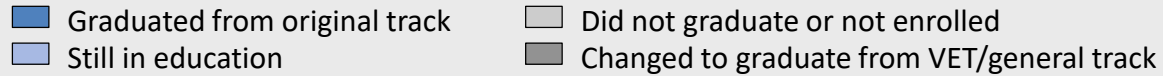
Despite potential benefits, there are concerns about selection into VET

- In several SRR countries, students are placed into selective tracks as early as age 10, 11 or 12.
- Early tracking substantially decreases the performance of low-achievers with no overall average benefits to overall performance
- Where tracking occurs at a young age, it tends to be strongly associated with SES
- Early tracking risks placing young students in programmes that do not correspond to their potential performance and changing interests

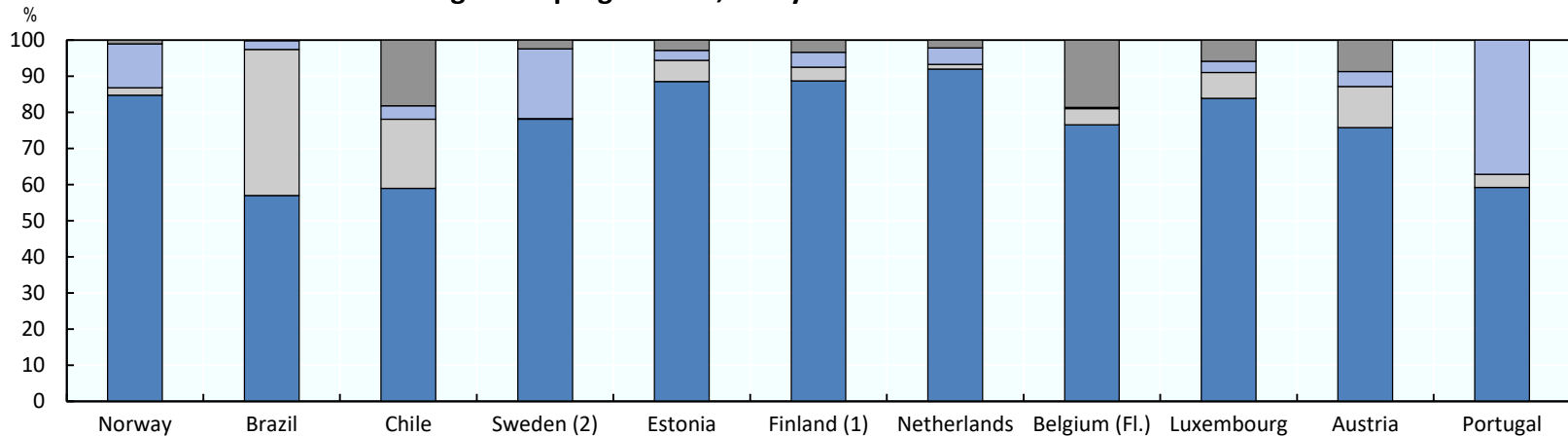


Inflexible transitions can further accentuate mismatches

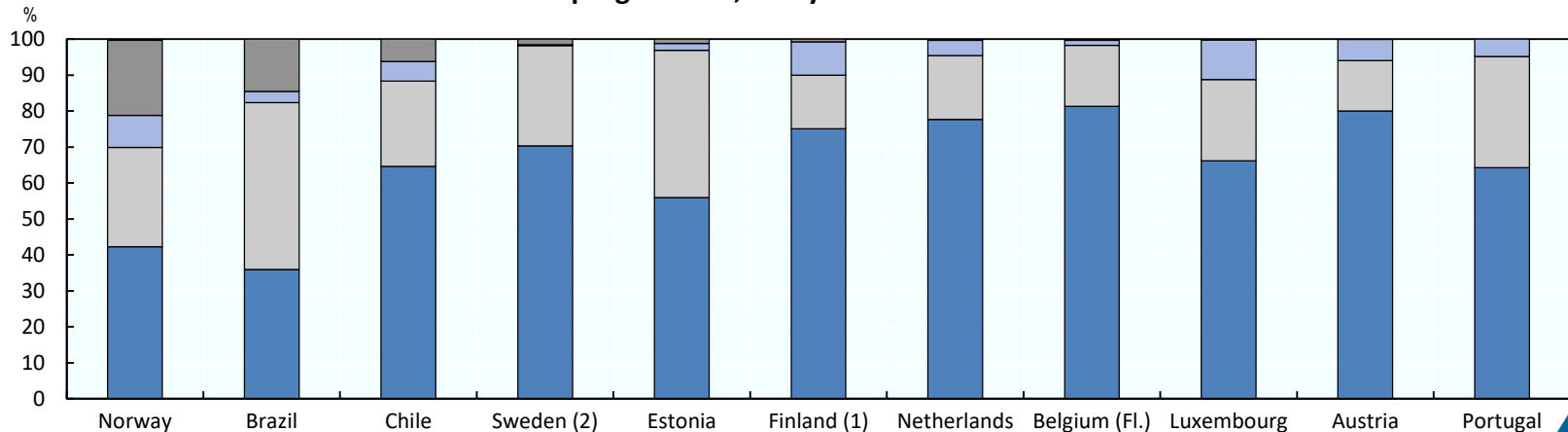
Movements across tracks remain rare in many countries



A. Entrants into general programmes, two years after theoretical duration of studies



B. Entrants into vocational programmes, two years after theoretical duration of studies





How separate should VET and general tracks be?

- In many countries VET occurs in dedicated separate schools (AUT, FRA, GER, NLD)
- Separate provision incurs important costs
- Comprehensive provision can help improve status



How separate should VET and general tracks be?

- Several countries struggle with poor reputation of VET schooling linked to high costs, lower entry requirements and low completion rates
- Need to develop a distinct profile of VET, rather than a “lesser version” of general education
- Having clear goals and a unique profile for vocational programmes should not compromise students’ mobility across tracks



How separate should VET and general tracks be?

- More integrated provision can
 - create synergies
 - raise students' awareness of merits of each track
 - Provide more opportunities to observe, experience, be aware of other learning environments
 - Offer more fluid transitions
 - Allow for a more modular approach to tracking (but needs to be accompanied with intensive counselling on selection and admission) so that students can test different pathways before making a supported decision



How to ensure all tracks prepare students for the future?

- General education graduates experience greater initial difficulties in finding employment than VET graduates
- But, as they age, they also tend to have higher rates of employment, earn more and be more likely to receive additional on-the-job training



How to ensure all tracks prepare students for the future?

- Concerns regarding the development of adequate skills sets in secondary education
 - VET curricula often artefacts of past labour markets
 - Technological replacements of traditionally human skills
- Narrow non-transferable skills may be short-lived in rapidly changing labour markets



How to ensure all tracks prepare students for the future?

- VET curricula need to strike a balance between transferable skills (core academic skills such as literacy and numeracy) and specialised know-how
- An excessive focus on developing specific “employability” skills at an early age risks limiting students’ options to specific jobs that may not exist later in their careers.
- Need to use innovative approaches to include transferable skills in practical subjects – more appealing to students at risk of dropping out



How to ensure all tracks prepare students for the future?

- Adequate skills development depends on close involvement of labour market stakeholders
 - Regular consultation
 - Rigorous forecasting
- National qualification frameworks
 - Evidence on effectiveness is limited
 - Complementary policies are necessary
 - Costs can be significant



How to ensure all tracks prepare students for the future?

- Substantial work-based learning can decrease dropout, ensure smoother labour market transitions and lead to better employment outcomes
- Most students in SRR countries are enrolled in programmes where work-based learning is limited or non-existent
- But there are strong examples within the OECD (AUT, DNK, GER, SWI)



Co-ordinating general education and VET

Improving alignment and fluidity across tracks

How to mitigate effects of early tracking and improve fluidity across tracks?

Delaying the time of tracking

Reform initiatives:

- **Austria (2008/09):** A newly introduced school type, New Secondary School (*Neue Mittelschule*), allows students to defer their choice between academic and vocational tracks by two years, learning together in Years 5 and 6.

Move towards a greater integration of differentiated tracks

- Reducing separation into different schools
- Explore synergies by integrating elements of vocational and general education in the same curriculum (or use modular approaches)

Use alternative mechanisms to increase access to tertiary education

- Bridge classes or “scaffolded diplomas” can increase access to tertiary education for VET students



Co-ordinating general education and VET

Improving alignment and fluidity across tracks

How to ensure efficiency in the VET offer and align it with labour market needs?

Drawing on structured consultation and labour market forecasts

- **Consulting stakeholders** and industry representatives
- Training offer should reflect the **structure of regional labour markets**

Drawing on the potential of work-based learning

- **Improves the labour market outcomes** of graduates
- Provides opportunities for **cost sharing arrangements** with private actors

Encouraging regional planning and co-operation between local authorities

- Sharing resources and planning the regional offer can reduce duplication

Reform initiatives:

- **Lithuania (2000s)**: Regional training centres with increased budgetary autonomy merged multiple regional training institutions, focusing their offer on one or several sectors of the Lithuanian economy.



Thank you for your attention!

All publications of the School Resources Review can be found at:
www.oecd.org/edu/school/schoolresourcesreview.htm

For further information, please contact
Deborah.nusche@oecd.org