



# EDUCATION POLICIES

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## Early tracking

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- Educational and psychological literature much more nuanced than sociological or economical
- Early tracking is not a binary variable; age of first tracking is a bad indicator from an educational point of view
  - Smart tracking systems with excellent orientation and a lot of mobility and flexibility do better than systems with undifferentiated comprehensiveness
  - Very few ‘pure’ comprehensive systems



## Early tracking

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- Tracking behaves differently on various parts of the distribution and in different time periods
- Between-school variance, segregation and socially-based school choice are much more serious issues than tracking
- A combination of less socially-biased school choice and smart tracking works best



# Accountability

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- Strong ('high-stakes') accountability systems may work for reducing the 'slipping away' of low-performing schools
- But have various perverse effects (teaching to the test, de-professionalisation of teachers), have serious implications (e.g. UK, Chicago) and are heavily opposed in the education community because they tend to impoverish provision and access
- Standardisation does not have beneficial effects across the distribution



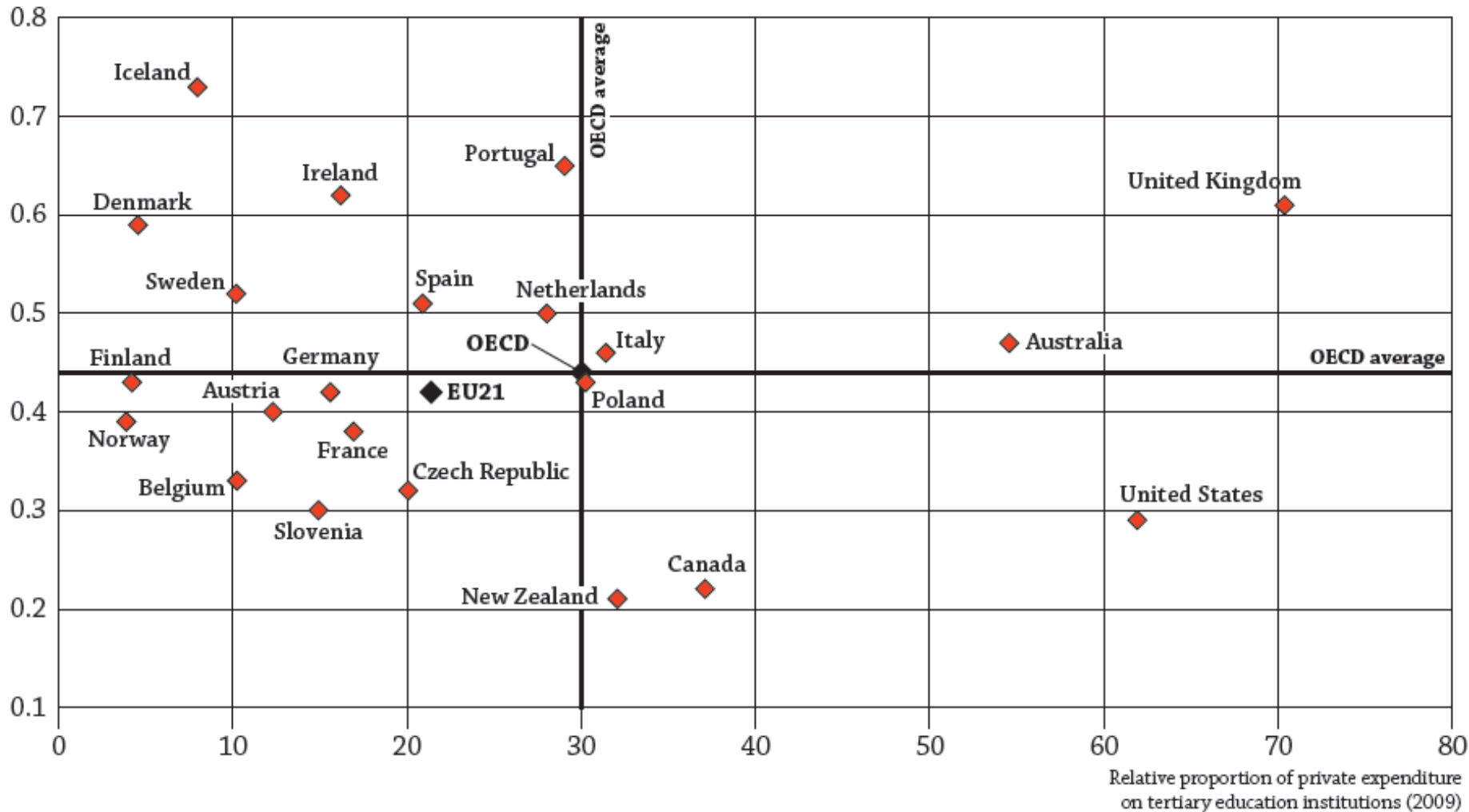
## Access to higher education

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- Financial barriers (private investment, tuition fees) do not seem to matter a lot, but it is clear that recent increases in fees (e.g. UK) have a deterrent effect
- Little is known about long-term effects of indebtedness of young people as a result of loans both on their own future as on the macro-economic level
- Adequate support mechanisms for low-income students are very effective

# Odds ratio to access higher education with parents of lower educational background and relative proportion of private expenditure on tertiary education institutions

Odds ratio to access higher education with parents of low educational background (2008)





## Other policies

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- Decrease school segregation while respecting profiling and identities of schools
- Allocation of best teachers to most challenging schools
- Improved orientation and guidance for students from disadvantaged backgrounds; avoid orientation-by-failure
- Different policies are needed for different configurations of inequality: where in the distribution inequality is most pronounced



## Some final critical questions

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- Watch out with linearity: should we evaluate inequality/variation in the same way indifferent of the place of systems or groups in the quality distribution?
- We should move away from a purely cognitive focus on (distribution of) learning outcomes: non-cognitive skills have different distributions





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**Thank you !**

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