



**2<sup>nd</sup> Symposium in Economics of Education**  
**”Efficiency and Equity**  
**in European Education and Training Systems”**  
**Examples of Good Practices**



**European Commission, Brussels**

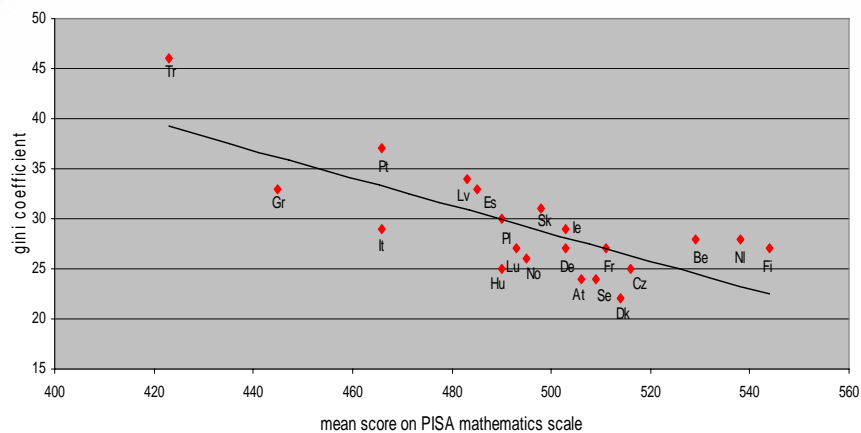
**Tuesday 15 and Wednesday 16 November 2005**



Directorate-General for Education and Culture

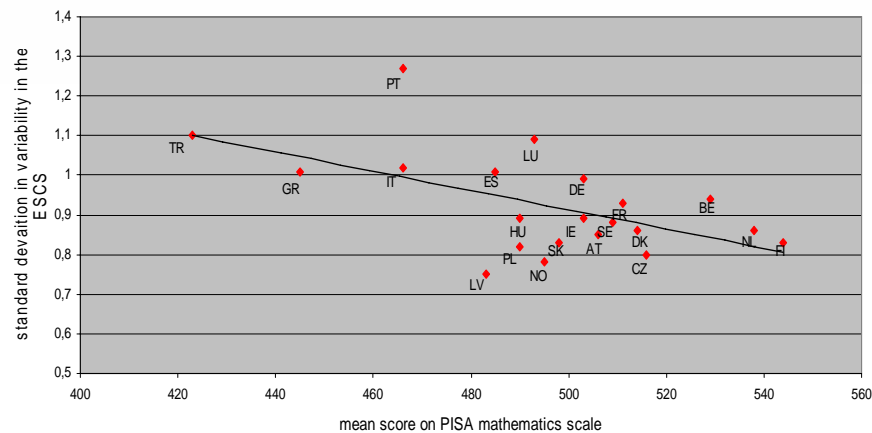
correlation between gini coefficient (2001) and mean score on the PISA mathematics scale 2003

CORRELATION= -0,74

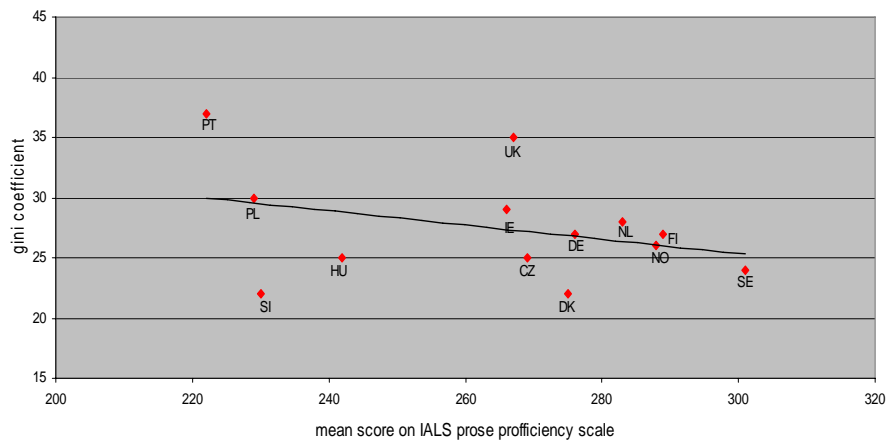


correlation between mean score on PISA 2003 mathematics scale and standard deviation in variability in the ESCS

CORRELATION= -0,55



correlation between gini coefficient (2001) and mean score on IALS prose proficiency scale CORRELATION= - 0,34





## Session 2

# How to enhance quality and equality of outcomes?

- 1 – Teaching and training schemes
- 2 – Learning accountability
- 3 – Quality and quantity of learning





# I – Teaching and training schemes



## ↪ A – Teaching and training quality

- ↪ Link between teaching/training practices and learner performance
- ↪ E.g. Measured by standardised tests showing improvement in performance
- ↪ Provided that the risk of “teaching for the test” is avoided

## ↪ B – Pay for performance and career reward systems

- ↪ To encourage motivation of the staff and raise quality for the learners
- ↪ To build transparent and equal merit pay system based on objective criteria
- ↪ To attract higher-quality teachers thanks to better working conditions



## II – Learning accountability



### ↪ **A – Accountability systems**

- ↪ Use of benchmarks to assess national and local performance
- ↪ E.g. Development of standardised tests as indicators of performance

### ↪ **B – Validation systems**

- ↪ Recognition of learning outcomes and competences
- ↪ System of training certification

### ↪ **C – Guidance and counselling services**

- ↪ To reduce mismatch between educational supply and labour demand



## III – Quality and quantity of learning



### ↪ A – New focus on learning at an early age

↪ Beginning of learning at pre-school level

↪ Development of cognitive as well as non-cognitive skills

### ↪ B – Learning conditions

↪ Recognition of the importance of informal and non-formal learning

### ↪ C – Assessment and appraisal

↪ Quality assurance/assessment/appraisal systems of training possibilities

↪ In order to encourage participation of firms and employees



**Thank you very much!!!**

