
Inequalities remain associated with household income, location, gender, disability, social group and civil status; in some cases increased participation may be accompanied by greater inequality.

Efficiency and effectiveness are closely linked to inequality; inequitable systems invest unevenly and unfairly; they could provide more opportunity for the same costs; they are unlikely to be effective and respond to diversity; differences in learning achievement may be much wider than in children’s capabilities.

Social cohesion depends on social contracts between States and their people to collect taxes and provide public goods like education; inequitable education systems fail to promote social justice, efficiency and effectiveness, and may increase risks of social conflict rather than social cohesion.
Equitable Educational Inclusion

**Demand**
- Individual characteristics
- Household Characteristics
- Community social, and political

**Supply**
- Labour markets and livelihoods
- School access, process and outcomes
- District educational governance and resources

**Equitable Access to Education of Quality**

**Distribution**
- Equity
The former Yugoslav Republic of Macedonia
Percentage of Different Social Groups in the Lowest 20% of Educational Attainment

The former Yugoslav Republic of Macedonia
Gender Parity Index at Different Levels

The former Yugoslav Republic of

Turkey
Montenegro
Estonia
Hungary
Poland
Romania
Lithuania
Slovenia
Slovakia
Latvia
Albania
Czech Republic
Russia
Ukraine
FmrYR Macedonia
Bos and Herz
Tajikistan
Uzbekistan
Mongolia
Azerbaijan
Kyrgyzstan
Kazakhstan
Armenia
School Life Expectancy Boys and Girls

- **School Life Expectancy Male**
- **School Life Expectancy Female**

The former Yugoslav Republic of Macedonia
PISA Mathematics Country Groups

Score

Group 1 Very High Negative Skew
Group 2 Upper Middle
Group 3 Lower Middle
Group 4 Low Positive Skew
Addressing Inequalities: Four Strategic Concerns

**Political will and sustained commitment** to reduce differences in educational access, participation and outcomes between groups who suffer disadvantage.

**Consensus on the key dimensions of inequality** including household poverty, location, gender, disability, social group and civil status; understanding that equity requires investing more in those children who are most disadvantaged.

**Enhanced data collection and analysis** through annual school census, household surveys, assessment data; develop child registration and tracking systems to manage children’s learning; initiate longitudinal studies of access, participation and learning.

Commission **national reviews to widen access** and identify inequalities and link these to programmes of action and short and medium term planning and resource allocation.
Strategic Options

Legislative Actions, Governance and Accountabilities

Supply Side interventions

Demand Side Interventions

School Quality and Equity Measures
Strategies for Reducing Inequalities in Participation and Learning

Keith M Lewin