

NIER International Symposium on Education Reform,
FY2020(Online)

Realizing Equitable and Quality Education through the Help of ICT

16th February 2021



Considering equity in quality education: comments and discussions

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Why do we need to consider equity in education?

- Is it insufficient to focus on ensuring the right to learning?
- We must consider resources and support required to ensure the right.
- We need conceptual frameworks for evaluating who needs what kinds of resources and support, investigating how we meet those needs and evaluating whether the needs are met as a result
- Children are actually diverse in their characteristics and come from a variety of backgrounds
 - ➔ In order for children to learn from (even) high-quality education, a variety of supports must be provided to meet their diverse needs

What is equity in education? How does it relate to equality?

- The pursuit of equity presupposes that all people should be respected equally as individuals
- To provide all people with the basic educational opportunities required for autonomous participation in society (inclusion)
- To reduce inequalities in educational opportunities caused by factors beyond one's control such as individual characteristics and nurturing environment (social and economic resources and environment, and social norms)
- What are the educational opportunities that should be equal?
- Between whom (and by what factors) does the inequality of educational opportunities exist?
- How do we reduce the inequality?

Issues identified in the COVID-19 pandemic: the need for ICT and the impact of social and economic disadvantages

- Situations where face-to-face lessons at school are infeasible
 - Emergencies that should be anticipated going forward
 - Actual existence of pupils who do not/can not attend school
- Significance of simultaneous interactive teaching and learning guidance made possible by the use of ICT
 - A simultaneous interactive tool is necessary for interactive learning in line with the Courses of Study
 - Effective in improving pupils' engagement in learning (findings in England)
- Concerns about inequality, and its expansion, due to social and economic backgrounds
 - Pre-existing inequality, the accumulation of disadvantages, and those within as well as between groups

Resources and actions required to realise equitable and quality education

- Distribution of resources to enable the use of ICT, particularly to disadvantaged schools and households
- Teacher training and securing sufficient time to prepare for classes to use ICT as a tool with the aim of realising equitable and quality education
- Implications from research in Japan: active discussions on equitable and quality education

Education leaders have different ideas about teaching and equity, and they are related to the status of ICT use in education

The agency and autonomy of various players in education can only bring about equitable and quality education through such discussions

Future research agenda in Japan

- The current study in Japan did not indicate any impact of pupils' social and economic backgrounds on their ICT use in schools
- However, further study is necessary as there is still a possibility that social and economic backgrounds may have an impact on the specific status of ICT use and pupils' engagement in learning derived from ICT use
- Further study is also necessary for what kind of distribution of resources and actions are appropriate for the whole country, municipalities, schools, or pupils
- It is ultimately necessary to evaluate whether each individual is getting an opportunity for quality education, not only by comparing municipalities or schools