

Applications for Raising Academic Performance in Terms of Equal Opportunities in Education in Countries with High Achievement in PISA

Suna ÖZDEN¹

Bakacak Secondary School

İlknur MAYA²

Çanakkale Onsekiz Mart University

Abstract

This paper aims to analyse the applications for raising students' and schools' academic performance in the context of equal opportunities in education in such countries as Canada, Finland and Singapore with high achievement in PISA (Programme for International Student Assessment) in 2018 and thus to make recommendations to our country- Türkiye. A qualitative study method was used in this current study. Document analysis technique, a method of qualitative study, was used in collecting the data. The data collected were then described under certain headings through descriptive analysis. The applications for raising academic performance in the context of equal opportunities in education in certain countries with high achievement in PISA (2018) were analysed under the headings of "applications of academic support for students in the context of equal opportunities in education in the countries" and "applications of academic support for schools in the context of equal opportunities in education in the countries". It was found in consequence that mostly local or school-based applications were available for students and schools in the countries. It is evident that applications are performed within a system. Interventions are made according to feedback. All the stakeholders take on active roles in the process. More systematic and local configuration involving all the stakeholders is needed in our country.

Keywords: Equal opportunities, achievement, education

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¹Suna ÖZDEN, Ministry of National Education, Bakacak Secondary School, Çanakkale, Turkey ORCID: 0000-0002-0434-3727. E-mail: sunatastekin25@gmail.com

²Prof. Dr. İlknur MAYA, Educational Sciences, Çanakkale Onsekiz Mart University, Çanakkale, Turkey ORCID: 0000-0001-9964-1382. E-mail: mayailknur@gmail.com

Introduction

Ensuring equality in education is still current on the agenda of several countries according to the data obtained from international examinations. United Nations development goals argue for raising opportunities for lifelong learning for everybody and securing inclusive and equal education (UNESCO, 2017; United Nations, 2022). The principle of individuals' chance to develop regardless of their status is a necessity. It is commonly known that enabling all the students to have the opportunity to receive the best education possible is influential in improving the educational and social output (OECD, 2019a).

Programme for International Student Assessment (PISA) has been implemented every 3 years by the Organisation for Economic Corporation and Development (OECD) since 2002. It measures 15 years old children's basic skills in mathematics, reading and science (OECD, 2016). Gains about how a country is prepared for the future are obtained through measurements made. Thus, the gains will lead to several gains in challenges that individuals are to encounter in the digitalised world of educational systems, in cases of increasing inequality, in social mobility, in trends of migration, in climate change and in labour market (OECD, 2016; OECD, 2019a).

Equality in education plays fundamental roles in securing sustainable and inclusive achievement. The analyses concerning examinations demonstrate that countries develop their policies in a way to secure that their students reach at least the basic skills in PISA. This situation has substantial effects on countries' economies (OECD, 2016; OECD, 2019a).

On the other hand, it becomes apparent on examining educational systems that individuals are deprived of many opportunities suitable to their capabilities, interest and skills. Several factors such as the place where they were born and where they live, their family's economic and social status, their linguistic status are determinants in their achievement. Individuals with disadvantages in this respect are provided with support at starting school. Yet, many other factors can also be influential in their success. A great number of factors such as the structure of educational systems, accepting students into schools, learning environments, teaching applications and components of schools affect equality in negative ways. Equality is not considered as ensuring that all the students yield the same results. It is rather considered as ensuring that every student has equal opportunities according to their potential and that they possess the skills they need to be able to take part in the society. Equality in opportunities, on the other hand, is a state in which individuals' performance is the result of their individual efforts (Roemer & Trannoy, 2016).

PISA results show that the average performance measured for schools differ within schools as well as from school to school. In this context, academic stratification can form between schools due to schools' student support applications. The situation may be associated with the distribution and effective use of sources. In addition to that, it may also stem from applications of placing students in schools. Such policies as placement according to levels based on the results or grouping students

according to their levels and capabilities and monitoring students at different levels can be influential in placement in schools. It was observed that that schooling systems which do not divide into groups and which are more inclusive differ less in performance. On the other hand, greater differences were observed in systems where discrimination is made according to academic criteria. The OECD average in achievement differences between schools in reading skill was 29% in PISA 2018. The difference is below 15% in countries such as Canada, Finland, Iceland, Ireland and Estonia. The difference in countries such as Bulgaria, Germany, Israel and United Arab Emirates is said to be above 50%. The rate in Turkiye is 40%- which is above OECD average (29%) (OECD, 2019b).

The distribution of performance within a country is influential in equality and in students' achievement. A student's performance is influenced by another's achievement. Individuals are likely to affect each other in positive and negative ways in learning environments. Stratification between schools can be seen more accurately by calculating the density of students with high and low performance. The calculated isolation indices indicate whether or not there is clustering according to students' academic performance. High indices show schools where students with similar capabilities are clustered. Low indices, however, show that more differences are available in the distribution of students' skills (OECD, 2019b). Students' opportunity to interact with other students at different levels can be observed by looking at the figure below.

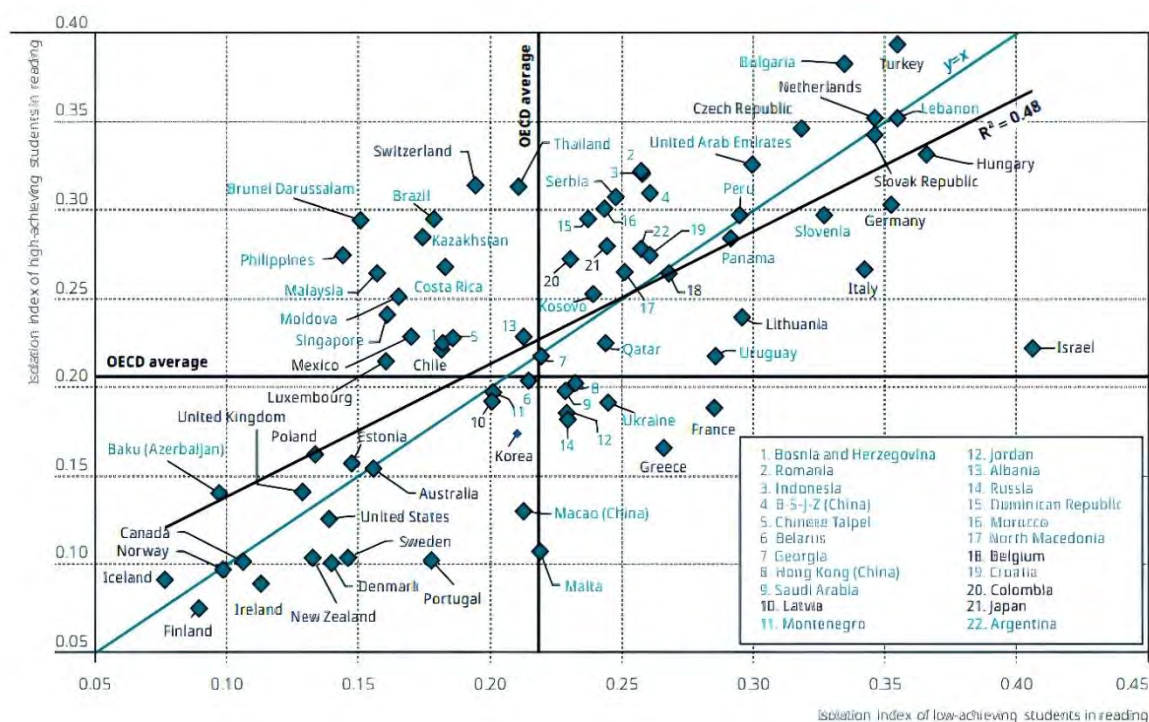


Figure 1. Isolation Indices of Students with High and Low Performance according to Countries (OECD, 2019b)

According to Figure 1, the isolation of students who displayed high performance and low performance in PISA 2018 are quite related. The density of students with high and low performance in

different schools is seen in countries such as Bulgaria, Lebanon, Slovenia, Germany, the United Arab Emirates and Türkiye. It is reported that the index is above 0.30 in those countries. On the other hand, in countries such as Canada, Denmark, Finland and Norway the index was found to be below 0.15. The situation demonstrates that there are differences between the countries in securing school effectiveness. The differences can emerge due to various factors such as distribution of sources, students' acceptance into schools and classification of students (OECD, 2019b). Thus, while some countries follow effective policies to raise all students' performance by focusing on the variables in their educational system, some others fail to do it.

Differences in achievement between schools pose a problem in Türkiye in the context of equality. The necessary steps should be taken to eliminate the differences. Therefore, the purpose of this study is to make recommendations to Türkiye by examining the applications for raising student and school achievement in the context of equal opportunities in Canada, Finland and Singapore with high achievement in PISA 2018. Hence, this paper seeks answers to the questions below:

- 1) What applications are available for raising academic performance in the context of equal opportunities in education in certain countries with high achievement in PISA?
 - What are the applications for academic support to students and schools in the context of equal opportunities in Canada?
 - What are the applications for academic support to students and schools in the context of equal opportunities in Finland?
 - What are the applications for academic support to students and schools in the context of equal opportunities in Singapore?
- 2) What recommendations can be made to Türkiye in terms of applications to raise academic performance in the context of equal opportunities in education?

Method

Research Design

This study uses a qualitative study method. Qualitative method is defined as revealing perceptions and events as they are in their natural environment and in a holistic manner and describing the previously unnoticed results by setting out from the data attitudinally (Yıldırım & Şimşek, 2013). Document analysis technique, one of the methods of qualitative study, was used in the study. This paper reveals the applications for raising academic performance in the context of equal opportunities in education in certain countries with high achievement in PISA through document analysis in order to find solutions to differences in achievement. The study analyses the applications for raising academic performance in the context of equal opportunities in education in certain countries (Finland, Canada

and Singapore) in line with the approach of document analysis and makes recommendations to Türkiye. Descriptive analysis was made according to the themes distinguished before in analysis the data.

Data Collection

The printed scientific resources such as current records or documents, the regulations in effect, theses, books, journals and articles were used in collecting the data concerning the above-mentioned countries. Besides, international internet sites and data bases informing about the educational systems of UNESCO, EURYDICE and OECD were also consulted to reach the resources in the foreign literature. Efforts were made to reach up to date resources in data collection for the reliability of the study.

Data Analysis

The research data were analysed by using descriptive analysis technique. Descriptive analysis means describing the data under certain headings and interpreting them (Yıldırım & Şimşek, 2013). The applications for raising academic performance in the context of equal opportunities in education in certain countries with high achievement in PISA (2018) were analysed in accordance with the data collected according to sub-problems under the headings of “applications for academic support to students in the context of equal opportunities in education in the countries” and of “applications for academic support to schools in the context of equal opportunities in education in the countries”. The applications selected in this context were described, the findings were summarised in the conclusion part, and recommendations were made for Türkiye.

Results

Canada

Canada is regarded as geographically the second largest country in the world. On the other hand, it has a population of approximately 38 million- which is relatively small. The country is composed of 10 states and 3 northern regions. It has quite high level of welfare. The educational system in the country is configured well. Education is supported by states and municipalities. The states are responsible from pre-school to the 12th grade level. In addition to that, the states also have authority in monitoring the system, developing the curriculum and in the educational policy. Ontario is known as the state with the greatest population. The population mostly speaks English. English and French are the official languages. Toronto and Ottawa are the two big cities in Ontario. On the other hand, it is also known that the two important centres have a great number of immigrant population. The rate of Aborigine population in the country is 2% and the state with the highest density of Aborigine population is Ontario. Education in Ontario is described as primary education from pre-school to the 8th grade and

as high school from the 9th grade to the 12th grade. The states support education until the 12th grade (Klinger & Wade-Woolley, 2012; NCEE,2023a).

Applications for Supporting Students in Canada

It is stated that the states in Canada display differing approaches towards supporting students who have academic difficulties. The student achievement strategy of Ontario focuses on determining the potential to drop out and on providing extra support through one-to-one learning. It is stressed that the strategy has developed several high school applications which appeal to more students and which combine classroom learning and experimental learning. Thus, the focus is on supporting the students who are under risk in completing high school education and on providing all students with opportunities for high quality learning. Therefore, it is basic to encourage powerful leadership in schools and regional schools and to change the school culture so as to attain systemic development. It is known that leadership capacity was created for secondary school reform at the scale of regions-schools and at the scale of region-school board of management through student achievement leaders between 2003 and 2005. Student achievement teacher role was created for students who have the risk of dropping out at the scale of schools. Additionally, it is also known that schools form teams of student achievement. Student achievement teams are composed of school leaders, teachers who play roles in students' achievement and relevant staff. These teams not only determine students' needs but they also provide opportunities for good quality learning (NCEE, 2023a; OECD, 2012; OECD, 2015).

In addition to that, it is also known that creating sites for helping students with homework for all subjects and all grade levels and sites for providing students with support in doing mathematics homework at high school level are supported. Within the scope of the strategy, university students who work as assistant teachers are also available in classroom management. Additionally, focused intervention partnership training service is also available. The service involves supporting after-school activities to develop literacy and mathematics skills, homework clubs and after-school lesson services in primary school. It has been known since the pandemic that Ontario government has created funds so as to provide teachers with additional support in areas they feel they are lacking of or in mathematics to expand private teaching inside and outside the school and to develop academic compensation (NCEE, 2023a).

Another important state, British Columbia, has flexible applications to support students who have academic difficulty in local schools and in regions. At the scale of schools, teachers direct students with medium or low difficulty in learning to assistant teachers. Some of the schools are known to have staff employed in such positions and some others to receive help from support services. Assistant teachers work with classroom teachers. Support can contain short-term individual or group work. Addition support given to students are designed regionally (NCEE, 2023a).

Applications for Supporting Schools in Canada

Considering the fact that education in Canada is the responsibility of the states, national official applications which focus on school development are remarkable. Ontario rises into prominence in internationally held examinations despite the fact that it is behind Alberta, British Columbia and Quebec. It is reported that each school has an obligatory large scale test programme of its own. Accordingly, annual measurements directed to certain grade levels focussing on literacy and mathematical skills which start at the 3rd or 4th grade levels are made in cycles of 3 years. The exam results across a state provide good feedback to see the situation in the state. It was reported in the previous assessment that approximately 80% of the students were expected to achieve at level 3- an acceptable level- until the year 2008 in Ontario and that the expectation was realised through time. Due to this, the ministry included such issues as raising students' achievement, reducing achievement differences and increasing confidence in education in its policy in the past (Klinger & Wade-Woolley, 2012; OECD, 2012; OECD 2015; OECD, 2016).

The Ministry of the state is known to create secretariat for literacy and mathematics in 2004. The members of the organisation work directly or indirectly with schools or with teachers in creating strategies to support students' skills. The organisation works with schools in cooperation to raise students' achievement individually by setting goals. It is reported that the organisation shares exercises for effective learning, it coordinates educational institutions, it shares successful applications with boards of schools and provides funds to employ special teachers who work under the teacher of the classroom to strengthen skills and teaching and that it develops materials in 14 languages to help families support students' learning (Campbell, 2021; Klinger & Wade-Woolley, 2012).

It is also reported that programmes to promote achievement are created by making different attempts after the system has been established. It is known that transformative school programme (TSP) is implemented in schools which display performance below acceptable level. At the beginning, 14 schools volunteered and experts were provided for schools externally so as to improve additional support, resource and achievement (Klinger & Wade-Woolley, 2012).

The Ontario Intervention Oriented Programme (OFIP) was revised and continued to be used in 2006. The intervention programme focuses on improving students' achievement in a holistic approach. The authorities stated that the former programme focused on the stages of education between pre-school and the 3rd grade level whereas the current programme provides improvement until the 6th grade level. In addition to that, the OFIP programme is known to provide support at differing levels and thus to increase the number of schools supported. Schools are divided into such groups as OFIP1, OFIP 2 and OFIP 3 in the programme in order to raise the level of support (Klinger & Wade-Woolley, 2012; OECD, 2012; OECD, 2015; OECD, 2016).

OFIP 1 schools are known as the schools in which less than 34% of the students have attained the state standard in two of the last three years according to the results of the 3rd and 6th grade levels. OFIP 2 schools are defined as the schools where 34-50% of students have met state standards and the

results have decreased or remained consistent over the past three years. OFIP 3 schools, on the other hand, are the schools which have displayed achievement at the state standards with results decreasing or remaining the same in the last three years and which are in the range between 50% and 74%. The funds in the programme are used in supporting a number of applications such as professional development, providing resources of learning for students and for professionals, coaching in literacy and in mathematics, providing teachers with free time for receiving training and for involvement in the process of cooperation (Klinger & Wade-Woolley, 2012; OECD,2012; OECD,2015; OECD,2016).

Ontario's strategy of supporting equality and inclusiveness, which was updated in 2014, helps educational institutions to eliminate the factors which influence students' goodness and achievement in negative ways. The strategy is effective in supporting students who fail to achieve success or who fail to use their potential fully. It is emphasised that schools and boards of schools include principles involving equality and inclusiveness in all their policies, applications and learning environments. The ministry supports the implementation of the policy through several networks of application and through stakeholders of education in many ways. Thus, parents' and communities' participation is considered important. The principles of equality and inclusive education are also established in the initiatives of the ministry through cooperation between departments (OECD, 2015).

Finland

Differences in achievement in Finnish schools have always been small in international arena. The difference in reading skills is 7%. Considering the previous PISA assessments, Finland has the least school variance among the countries and economies which take place in PISA (Ahonen, 2021).

Scandinavian political philosophy is regarded as interwoven with the model of Scandinavian social structure. The model consists of 2 European models- namely, the Anglo-Saxon model and the continental model. The Anglo-Saxon model focuses on economic liberalism and competition. The other model, on the other hand, focuses more on the public sector, social welfare and security. Social security is available in the form of developed public services and education system which functions well in Scandinavian countries. Those countries invest more in education than other countries. They have high level of education and they have respect for educational status. The principle of equal opportunities is adopted and school standards are homogeneous in those countries (Ahonen,2021; NCEE,2023b; Özerbaş & Safi,2022).

Basic education is free of charge for all age groups in Finland. If a student cannot go to school for medical or other reasons, the municipality should provide equivalent education in other forms. Students with special education needs are mostly included in inclusive classes. Students with serious disabilities receive education in special education classes. Such classes are generally available in running schools. On the other hand, very few of such classes are in separate institutions. There are also

special schools in Finland- although very few. 95% of schools are administered by municipalities and financed by the government (NCEE, 2023b).

Compulsory education is 10 years and it also includes one-year pre-school education. 3-year high school education following basic education is in the form of general education and vocational education. The network of inclusive education has been designed in a manner that includes the whole country. School bus service is provided free of charge in cases where distance between home and school is more than 5 km. 95% of students generally complete basic education and continue with high school education. The rates in attending high school are very similar. Mostly the graduates of general high schools apply for university education after high school. The graduates of vocational high schools, however, take place in labour market and they continue their education in faculties of applied sciences (Ahonen,2021; NCEE,2023b; Özerbaş & Safi,2022).

The mentality of equality comes into prominence through applications used with the remaining students within inclusive education. On evaluating the PISA results, the similarities in results in Finland are attributed mostly to the quality of teachers, to the curricula, to importance attached to quality and to cooperation with institutions. On the other hand, achievement attained in PISA is also explained with several interrelated factors. The factors are listed as considering relevant skills important, communication between parents and teachers in social and cultural issues, the goal of equality in inclusive schools, low rates of differences in achievement between schools, equal opportunities in learning, teachers' meticulous preparation, flexibility in the curricula, pedagogical freedom and multiple support given to schools (OECD, 2005; Salhberg, 2012).

Applications to Support Students in Finland

There are several components which support equalitarian applications in Finnish system of education. One of the basic components against inequality is the teachers themselves. Teachers determine the students who are the remainder of others and gains. They work before or after school with students one-to-one or in groups of 2-4 to solve students' problems. The time can change according to school hours or reaching students. The work with students is generally in the form of teachers working with their students intensively within school hours (NCEE, 2023b; OECD, 2005).

On the other hand, there are also teacher assistants who support the process. The assistants are the individuals who are not teachers but who are students at higher education. They are under teachers' control. They can answer students' questions by working one-to-one or with groups of students and can contribute to their motivation (NCEE, 2023b; OECD, 2005).

Another component contributing to applications of equality is teachers for students with special needs. They are employed in schools after being trained for an additional year in learning problems and special education. Special education teachers work individually or in groups with teachers by holding consultation with them. Generally, problems which cannot be solved by teachers or assistants are dealt

with here. Special education teachers usually focus on the language or mathematics. Special education and needs are considered to be different. Special education involves students receiving special education in special schools due to their serious learning difficulties or students with slighter problems who are educated in inclusive classes. Students with special needs, on the other hand, are the students who have not been diagnosed as special but who need special support to catch up with others (NCEE, 2023b; OECD, 2005).

The fourth component is the team formed between disciplines. The team is concerned with students whose progress is weak due to familial or social reasons. The team consists of teachers, special education teachers, school counsellors, psychologists coming out of the school, social service experts, psychological health and health system representatives if necessary and experts from the system of public accommodation. Service and support are provided at a larger scale in this way. If problems outside the school are solved, teachers can conduct instruction. Support for special needs is provided consistently through interdisciplinary team work along with teachers or classroom teachers so as to secure equality. Achievement in education is attained rather with this multilayer approach in Finland (NCEE, 2023b; OECD, 2005).

Applications to Support Schools in Finland

Education providers/municipalities in Finland offer support to schools at 3 levels for their development needs depending on self-evaluation (Department for Education, 2019).

Municipalities secure that staff from their own institutions give support to schools according to needs and thus they create a network of cooperation. It is known that school support and peer support have been used since 1990 to improve schooling system (Straus, 2014). Finnish Ministry of Education created a national network of schools in 2015. The network involves 6 local networks, basic and school-led development and change. In this context, local schools share several professional activities and applications and thus they give learning support to each other. The network contains applications such as educational activities for teachers, peer coaching, expert support, material sharing and coaching for schools (Riina, 2019).

Education providers also contribute to development by hiring school development counsellors. When a counsellor is sent to a school with low performance, he/she works with school administration, describes the situation and discusses the goals, the process of help and time and resource management depending on this. At the end of the process, school development plan is introduced to the relevant community. The basic aim in the process is to create common understanding in relation to objectives and attaining the objectives. In this scope, the situation is discussed, objectives are developed and problems are put forward (Department for Education, 2019).

Finally, distribution of resources is done locally. Municipalities provide low performance schools with additional resources. It is stated that achievement differences between schools are greater

in Helsinki than in the remaining parts of the country. Due to this, additional support is provided for schools which have difficulty in struggling with differing variables (NCEE, 2023b; Vainikainen & Koivisto, 2018).

Singapore

Singapore has been one of the countries displaying high performance in 3 skills in PISA since 2009. It is among the countries which is always successful in education with its commitment to equality and meritocracy in education. Singapore population contained several ethnic groups in times of independence. A multi-cultural, peaceful society was created by providing education and equality in education. Equality is considered highly important by attaching importance to quality in education. Even though the difference between students who displayed high performance in PISA and those who displayed low performance was great at the beginning, the difference became smaller especially in the last examination. In addition to that, the country also comes into prominence among OECD countries in that it has students who display low performance at low rates and students who display high performance at high rates. Singapore makes a number of attempts so as to secure equality in education and to raise the quality (NCEE, 2023c).

Applications to Support Students in Singapore

Singapore made attempts labelled as “teach less, learn more” in 2004. Within the scope of this attempt, teaching moved away from repetitive activities and memorisation and focused more on conceptual understanding and problem solving. Educators gave up grouping students according to their abilities and started to divide them into 3 categories to attain their goals in secondary schools. Beside taking courses in their own group, most of the students can also take courses in other groups in relevant subjects and according to their interests. Thus, the basic purpose is to make sure that students blend courses from different groups freely and to have subject-based clustering until 2024 (NCEE, 2023c).

Despite the fact that Singapore is a country which considers equal support according to international exam reports, significant differences are available between students with high performance and students with low performance. Observations showed that the difference fell in recent years especially in science and mathematics. Educators aim to make interventions in differences through early diagnosis of learning problems (OECD, 2010). Accordingly, schools are monitored in terms of reading and mathematics skills beginning with the first grade. Students who need support are divided into small groups and they were helped to catch up with their peers. They are supported by teachers in small groups of 8-10. The ministry supports learning experts who work with such groups of students in every school. If students still need help when they are at secondary school, additional time and support is given to them. Teachers can recommend those students to take part in normal groups for most of the subjects. If they make progress, they can be included in faster groups. On the other hand, if they have difficulty in

a specific subject, they have the right to take courses in different groups (NCEE,2023c; OECD,2010; OECD, 2011; OECD,2012).

The curricula involve English language development because most students have different native languages. In addition to that, there are also learning support programmes in mathematics. Singapore government provides support for pre-school institutions which serve to students with low income (OECD, 2011; OECD, 2012).

Applications to Support Schools in Singapore

It is emphasised in Singapore that development can be possible if schools themselves start and sustain their own development. In this context, school self-evaluation and development model is implemented. The ministry observes schools and supports them with this approach which is systematic at local scale in supporting and developing schools. Schools use the “School Perfection Model”. Taking the output of external evaluation made every 6 years by the teams of the ministry of education into consideration, schools make self-evaluation, planning and applications annually. The teams support the self-development stages of schools by debating with successful school leaders and academicians. Inside the school, department managers continue strategic planning and curriculum development for developing the school (Department for Education, 2019; NCEE, 2023c).

On the other hand, geographic clusters of schools are important in Singapore system of education. The country was divided into 4 regions (North, South, East, West). Each region is administered by a region manager. Each region is divided into 7 school clusters administered by cluster managers. The managers are appointed by the ministry. Hierarchically, a cluster manager is not higher than a school manager. School clusters can be clusters of 12-14 schools. Region managers, cluster managers and school managers are in close cooperation (Chan et al., 2016). Cluster managers visit schools in their cluster monthly and negotiate on development and on the provision of resources. They can make recommendations to teacher leaders in terms of changing their place of work, professional development and appointment so as to support the development of schools. The clusters function as a network of cooperation, sharing and professional development for their member schools. Good applications are shared, academic staff is provided for schools needing support, and thus, efforts are made to maximise the quality in education (Chan et al., 2016; Department for Education, 2019; NCEE, 2023c).

Discussion, Conclusions and Recommendations

The collected data make it apparent that equal opportunities in education is considered highly important in the countries mentioned above. The countries mostly have local activities to raise academic performance. They provide support especially according to evaluations of schools and according to their developmental needs. On the other hand, there is a structure which responds more to individual needs. The thought that each individual is valuable is the point of departure on the basis of students.

Students are provided with academic support individually or in groups in many ways. Local governments, school administrators, boards of schools, families and students are in interaction.

A number of significant applications are available in securing equal opportunities in Türkiye. Offering supportive courses and training courses is an important step in this respect (Gençoğlu, Özer & Suna, 2020). Despite the contributions made by courses, they are inadequate to motivate students. Therefore, incentive applications are necessary (Bozkurt, İlğan, İncirci & Sirem, 2016). Additionally, a school-based system can be created in planning, monitoring and evaluating the courses. Good results can be yielded if plans are made in accordance with students' needs and interests. School-based decisions can be made in such issues as the points where need is felt or students who fall behind rather than the course to be offered. Applications can be created to support schools and students in the system of education in our country. Cooperation can be set up with other schools in providing academic support. Units of expert support can be formed in all schools for components which influence students. There are no school counsellors in many schools since they do not have enough students. Counsellor teachers are the cornerstones in schools in providing support. Thus, counsellor teachers can be provided in all schools. Support of an external expert can also be demanded when necessary.

Policy Implications

Within the scope of equality of opportunity in education, it is crucial to recognize the right of each individual to succeed. In this regard, various initiatives can be undertaken to enhance academic performance. In the context of equal opportunity in education, a school development model can be developed by evaluating each school within the framework of its own dynamics in order to reduce achievement gaps between schools. Measures can be taken to support students who are falling behind, based on periodic evaluations. A commission can be formed in schools to take part in this process. Individuals can be supported both academically and socially. Within the scope of this model, teachers and resources can be transferred between schools.

For students who are academically behind, academic support can be provided by another teacher during class hours or after class, individually or as a group, in cooperation with the course teacher. The support provided can be spread throughout the year. In this context, a model can be developed in cooperation with universities.

Regional characteristics can be taken into consideration when making academic planning. In this regard, each region can be given flexibility in achieving gains by adhering to the general framework plan. Expert support can be provided to the students and schools falling behind, taking into account the characteristics of the region.

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Credit Author Statement

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