



Annex F

SYSTEM EQUITY PROFILES

A note regarding Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Figure F.1 Equity profile of Abu Dhabi (United Arab Emirates)

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.095	1.250	-0.319
Special needs	-0.046	0.254	-0.129
Economically disadvantaged	-0.131	-0.809	-0.085

Second language	# of Teachers	% of Teachers
Low concentration	1 172	61.20%
Medium concentration	18	0.94%
High concentration	725	37.86%

Special needs	# of Teachers	% of Teachers
Low concentration	1 798	93.89%
Medium concentration	117	6.11%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 189	62.09%
Medium concentration	472	24.65%
High concentration	254	13.26%

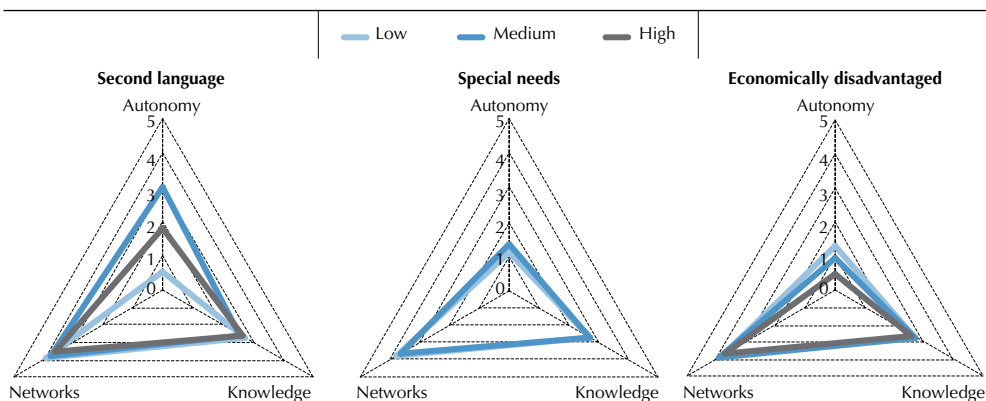


Figure F.2 Equity profile of Alberta (Canada)

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.086	0.416	-0.261
Special needs	-0.001	1.347	-0.131
Economically disadvantaged	0.099	0.450	0.131
Most challenging*	0.040	0.507	-0.214

Note: * n = 202 (11.93% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 006	57.72%
Medium concentration	432	24.78%
High concentration	305	17.50%

Special needs	# of Teachers	% of Teachers
Low concentration	905	51.92%
Medium concentration	634	36.37%
High concentration	204	11.70%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	829	48.00%
Medium concentration	540	31.27%
High concentration	358	20.73%

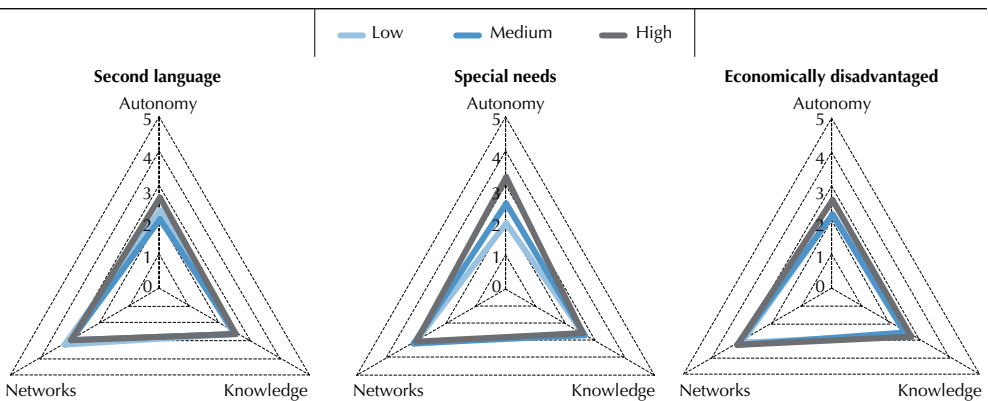


Figure F.3 Equity profile of Australia

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.233	-0.329	0.050
Special needs	0.143	NA	0.250
Economically disadvantaged	0.006	-0.650	0.160
Most challenging*	0.042	-0.961	0.220

Note: * n = 130 (7.05% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 244	67.50%
Medium concentration	329	17.85%
High concentration	270	14.65%

Special needs	# of Teachers	% of Teachers
Low concentration	1 415	76.78%
Medium concentration	409	22.19%
High concentration	19	1.03%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	787	42.70%
Medium concentration	602	32.66%
High concentration	454	24.63%

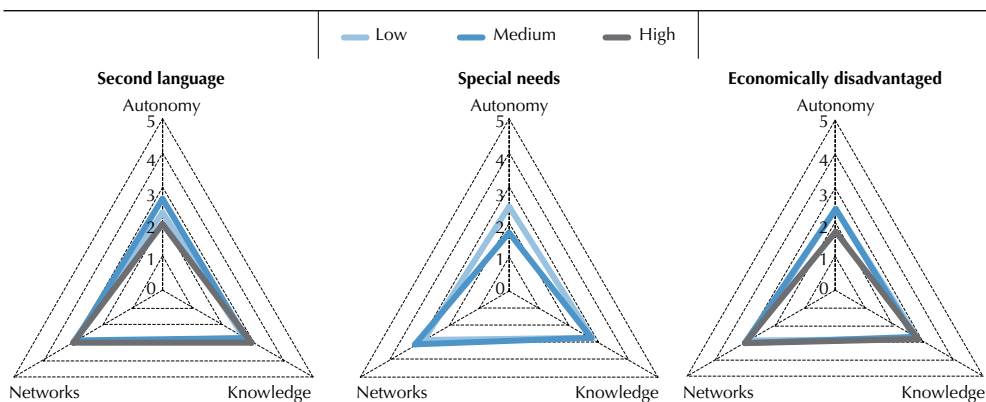


Figure F.4 Equity profile of Brazil

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.130	-1.010	0.380
Special needs	-0.143	-0.187	-0.230
Economically disadvantaged	-0.069	0.365	-0.160
Most challenging*	-0.048	3.423	-0.270

Note: * n = 15 (0.11% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	13 134	97.45%
Medium concentration	222	1.65%
High concentration	122	0.91%

Special needs	# of Teachers	% of Teachers
Low concentration	12 956	93.20%
Medium concentration	833	5.99%
High concentration	112	0.81%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	3 830	27.68%
Medium concentration	3 618	26.15%
High concentration	6 388	46.17%

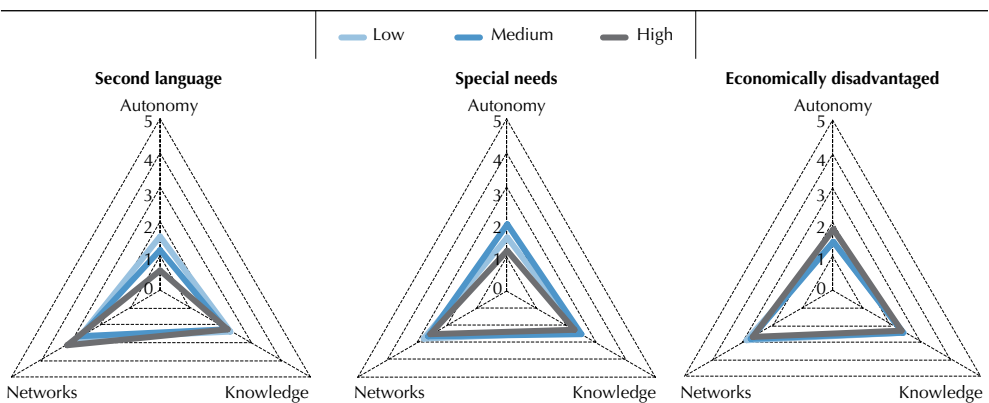


Figure F.5 Equity profile of Bulgaria

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.161	0.508	0.270
Special needs	-0.181	-0.561	-0.130
Economically disadvantaged	-0.132	0.262	-0.010
Most challenging*	-0.182	-0.561	-0.130

Note: * n = 23 (0.80% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	2 091	74.02%
Medium concentration	254	8.99%
High concentration	480	16.99%

Special needs	# of Teachers	% of Teachers
Low concentration	2 840	99.20%
Medium concentration	23	0.80%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 404	49.04%
Medium concentration	924	32.27%
High concentration	535	18.69%

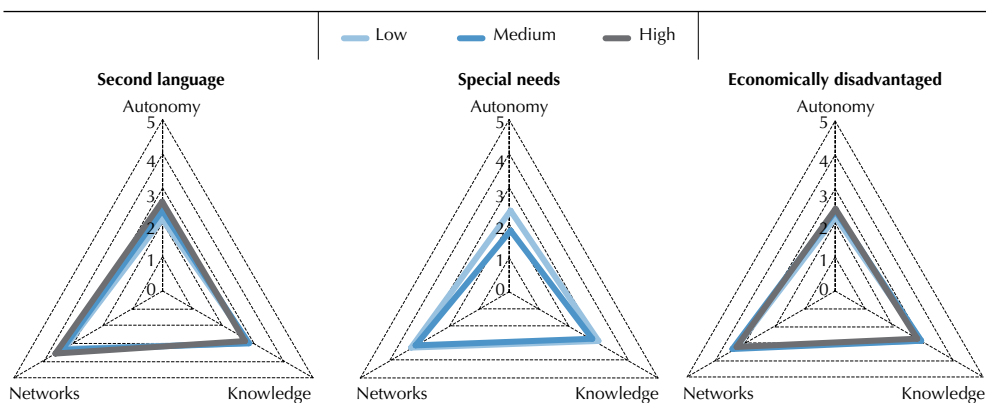


Figure F.6 Equity profile of Chile

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.587	1.806	-0.210
Special needs	-0.050	0.798	0.110
Economically disadvantaged	-0.191	0.559	-0.060
Most challenging*	-0.527	1.852	-0.490

Note: * n = 34 (2.45% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 317	96.27%
Medium concentration	19	1.39%
High concentration	32	2.34%

Special needs	# of Teachers	% of Teachers
Low concentration	1 010	73.40%
Medium concentration	291	21.15%
High concentration	75	5.45%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	404	29.15%
Medium concentration	245	17.68%
High concentration	737	53.17%

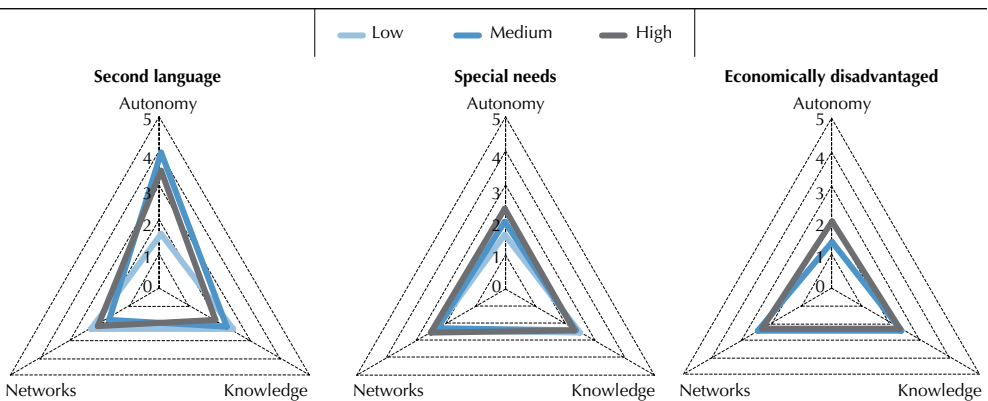


Figure F.7 Equity profile of Croatia

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.034	-0.640	0.060
Special needs	0.042	-0.087	-0.060
Economically disadvantaged	0.046	0.034	-0.040
Most challenging*	0.382	NA	0.500

Note: * n = 111 (0.30% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	3 360	94.81%
Medium concentration	47	1.33%
High concentration	137	3.87%

Special needs	# of Teachers	% of Teachers
Low concentration	3 271	90.63%
Medium concentration	338	9.37%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 879	52.35%
Medium concentration	1 423	39.65%
High concentration	287	8.00%

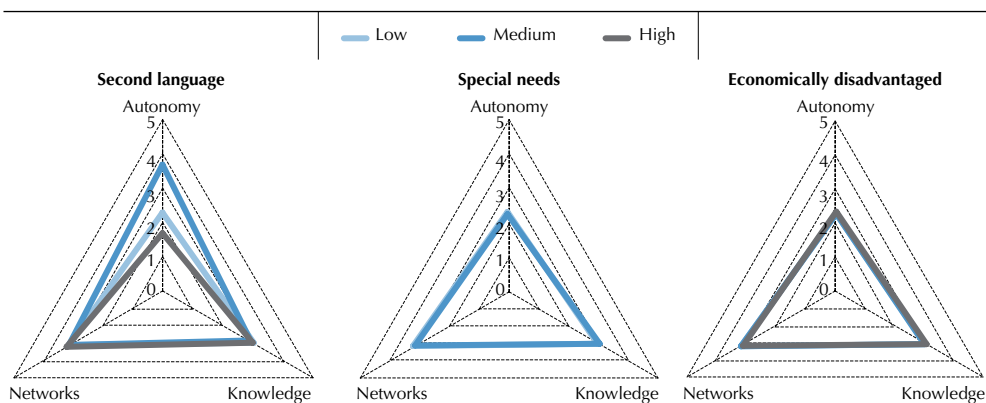


Figure F.8 Equity profile of Cyprus¹

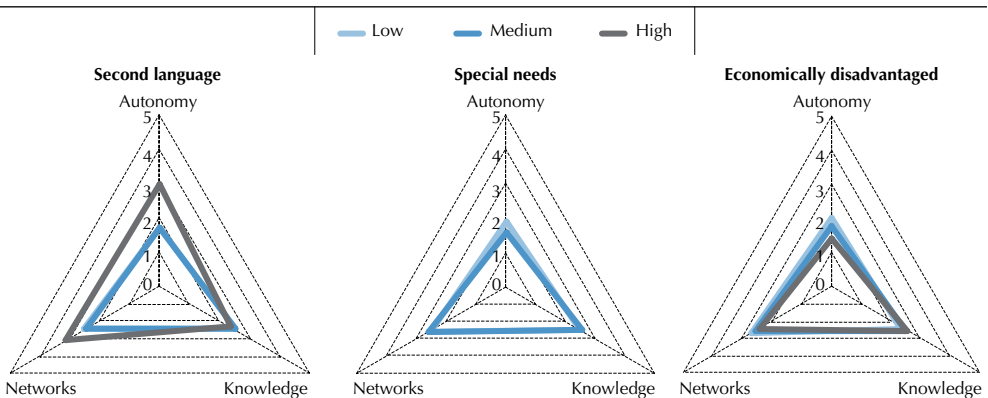
Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.157	1.258	0.620
Special needs	0.081	-0.312	0.070
Economically disadvantaged	0.221	-0.625	-0.320
Most challenging*	0.347	0.066	-0.150

Note: * n = 20 (1.12% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 109	62.62%
Medium concentration	295	16.66%
High concentration	367	20.72%

Special needs	# of Teachers	% of Teachers
Low concentration	1 551	88.38%
Medium concentration	204	11.62%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	868	48.46%
Medium concentration	771	43.05%
High concentration	152	8.49%



1. Note by Turkey: The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Figure F.9 Equity profile of the Czech Republic

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.134	-2.427	0.760
Special needs	0.186	-0.797	0.470
Economically disadvantaged	-0.149	-0.225	0.250
Most challenging*	-0.119	0.066	0.460

Note: * n = 37 (1.15% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	3 122	96.99%
Medium concentration	76	2.36%
High concentration	21	0.65%

Special needs	# of Teachers	% of Teachers
Low concentration	2 599	80.74%
Medium concentration	524	16.28%
High concentration	96	2.98%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	2 673	83.56%
Medium concentration	412	12.88%
High concentration	114	3.56%

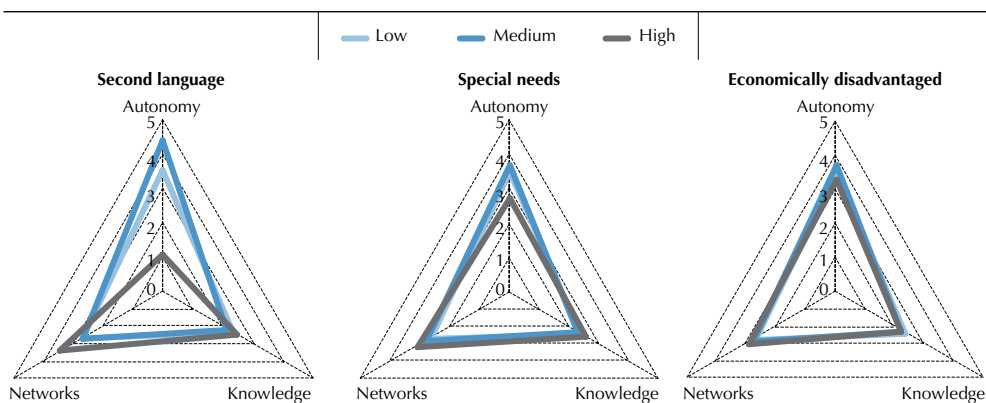


Figure F.10 Equity profile of Denmark

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.098	0.030	0.010
Special needs	-0.547	0.157	-0.400
Economically disadvantaged	-0.584	0.309	-0.178
Most challenging*	-0.169	-0.362	0.026

Note: * n = 16 (1.13% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 080	76.60%
Medium concentration	233	16.52%
High concentration	97	6.88%

Special needs	# of Teachers	% of Teachers
Low concentration	995	70.57%
Medium concentration	377	26.74%
High concentration	38	2.70%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	965	68.78%
Medium concentration	401	28.58%
High concentration	37	2.64%

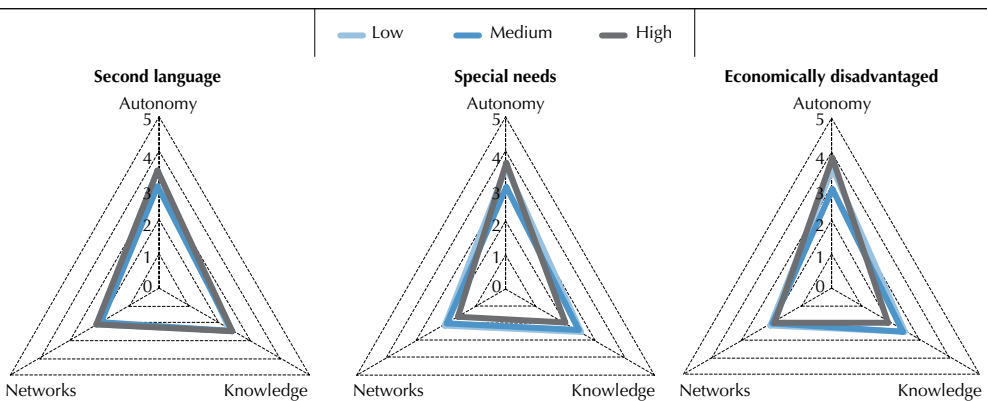


Figure F.11 Equity profile of England (United Kingdom)

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.131	0.088	0.136
Special needs	0.061	1.538	0.116
Economically disadvantaged	0.197	0.116	0.399
Most challenging*	0.091	-0.318	0.192

Note: * n = 290 (11.99% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 798	74.33%
Medium concentration	344	14.22%
High concentration	277	11.45%

Special needs	# of Teachers	% of Teachers
Low concentration	717	29.64%
Medium concentration	1 432	59.20%
High concentration	270	11.16%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	693	28.65%
Medium concentration	1 131	48.75%
High concentration	595	24.60%

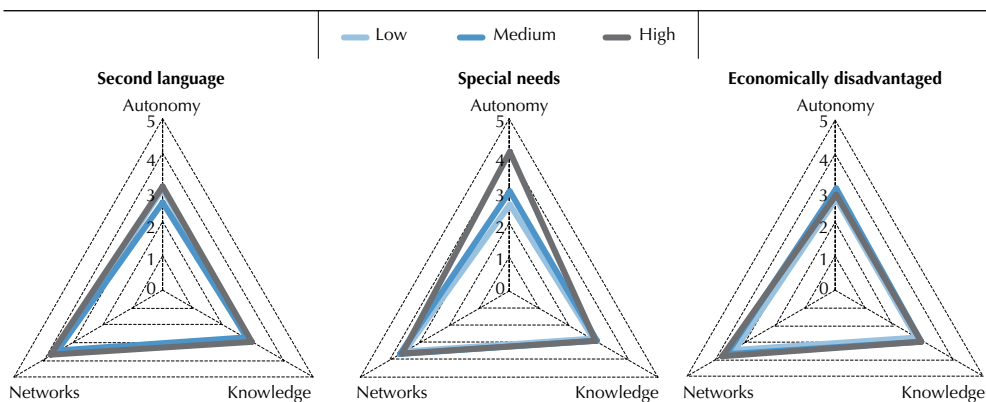


Figure F.12 Equity profile of Estonia

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.134	-0.925	0.002
Special needs	-0.149	0.043	-0.054
Economically disadvantaged	-0.300	-0.160	0.028
Most challenging*	0.148	0.910	0.917

Note: * n = 20 (0.65% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	2 773	89.74%
Medium concentration	176	5.70%
High concentration	141	4.56%

Special needs	# of Teachers	% of Teachers
Low concentration	2 189	70.84%
Medium concentration	762	24.66%
High concentration	139	4.50%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 435	46.44%
Medium concentration	1 305	42.23%
High concentration	350	11.33%

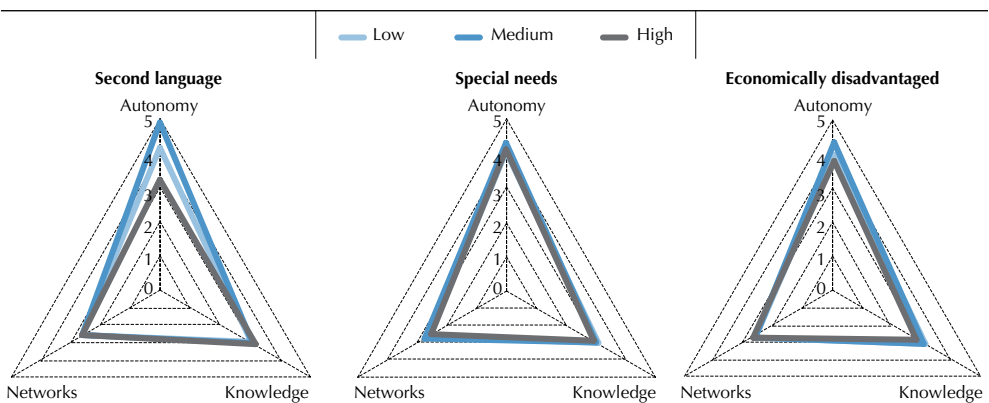


Figure F.13 Equity profile of Finland

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.165	-1.107	1.014
Special needs	-0.418	NA	-0.082
Economically disadvantaged	0.148	0.827	0.114

Second language	# of Teachers	% of Teachers
Low concentration	2 439	89.05%
Medium concentration	216	7.89%
High concentration	84	3.07%

Special needs	# of Teachers	% of Teachers
Low concentration	1 988	72.58%
Medium concentration	740	27.02%
High concentration	11	0.40%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 979	72.25%
Medium concentration	690	25.19%
High concentration	70	2.56%

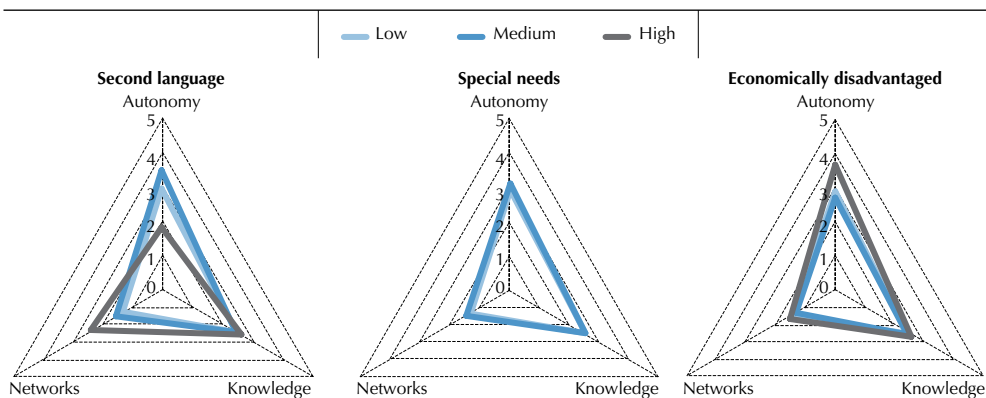


Figure F.14 Equity profile of Flanders (Belgium)

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.021	0.157	0.075
Special needs	-0.107	0.426	-0.087
Economically disadvantaged	-0.114	-0.205	0.068
Most challenging*	-0.133	-0.188	0.068

Note: * n = 404 (14.52% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 837	65.68%
Medium concentration	482	17.23%
High concentration	478	17.09%

Special needs	# of Teachers	% of Teachers
Low concentration	1 119	40.22%
Medium concentration	1 293	46.48%
High concentration	370	13.30%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 120	40.04%
Medium concentration	1 111	39.72%
High concentration	566	20.24%

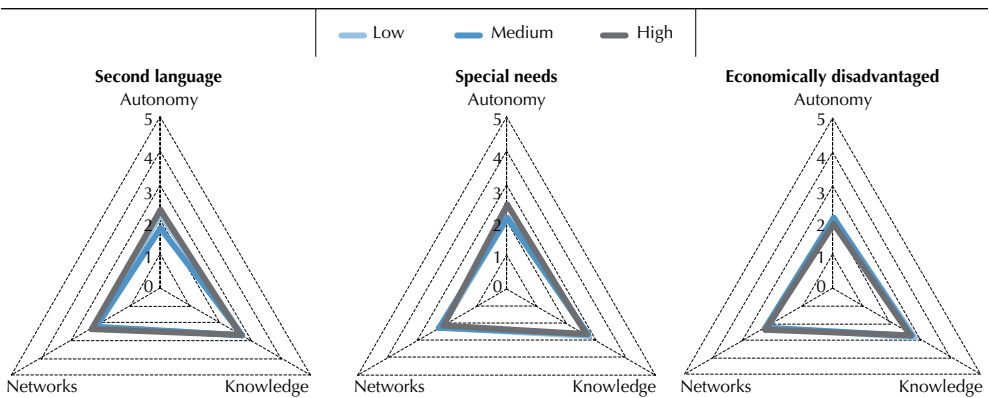


Figure F.15 Equity profile of France

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.054	0.041	0.127
Special needs	0.201	-0.604	0.380
Economically disadvantaged	0.286	-0.594	0.188
Most challenging*	0.177	-0.176	0.117

Note: * n = 364 (13.88% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	2 126	50.56%
Medium concentration	289	10.95%
High concentration	224	8.49%

Special needs	# of Teachers	% of Teachers
Low concentration	1 510	57.61%
Medium concentration	890	33.96%
High concentration	221	8.43%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	571	21.74%
Medium concentration	813	30.96%
High concentration	1 242	47.30%

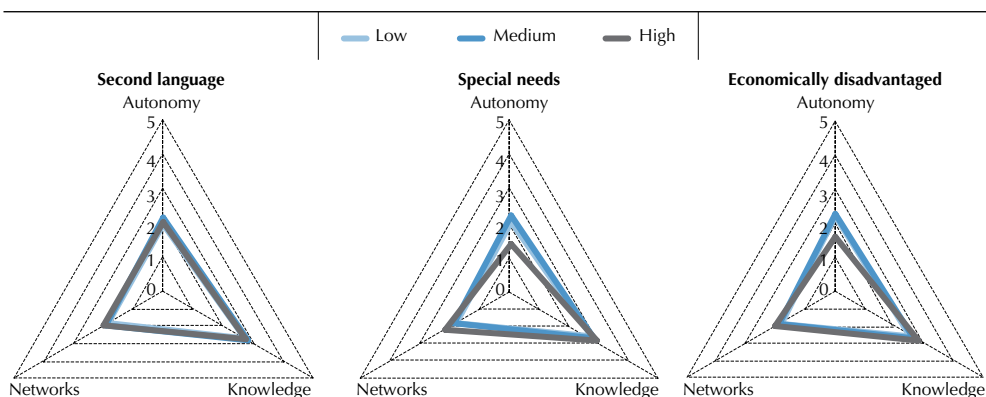


Figure F.16 Equity profile of Georgia

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.062	0.406	-0.040
Special needs	-0.053	-0.523	0.617
Economically disadvantaged	-0.125	0.447	-0.028

Second language	# of Teachers	% of Teachers
Low concentration	2 288	92.37%
Medium concentration	80	3.23%
High concentration	109	4.40%

Special needs	# of Teachers	% of Teachers
Low concentration	2 449	97.49%
Medium concentration	63	2.51%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 504	61.16%
Medium concentration	611	24.85%
High concentration	344	13.99%

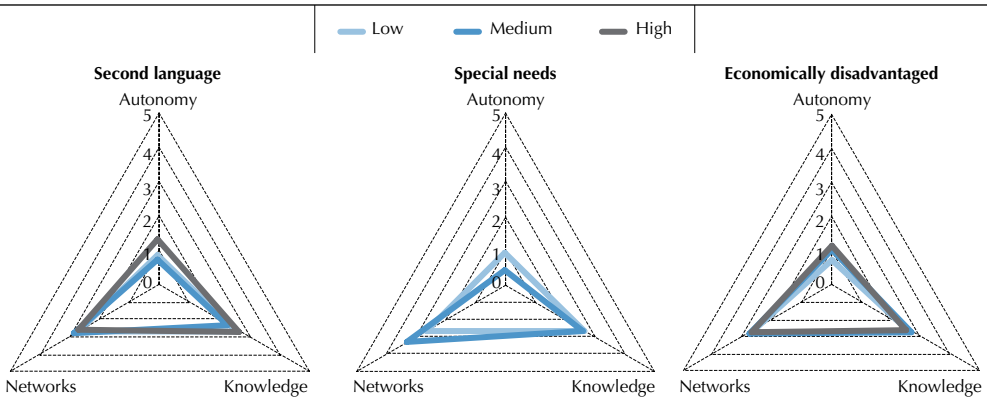


Figure F.17 Equity profile of Iceland

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.027	-0.112	0.071
Special needs	-0.085	-0.033	0.017
Economically disadvantaged	-0.037	0.588	0.473
Most challenging*	-0.216	NA	0.218

Note: * n = 12 (1.05% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	909	78.70%
Medium concentration	246	21.30%

Special needs	# of Teachers	% of Teachers
Low concentration	470	40.91%
Medium concentration	622	54.13%
High concentration	57	4.96%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	878	77.15%
Medium concentration	229	20.12%
High concentration	31	2.72%

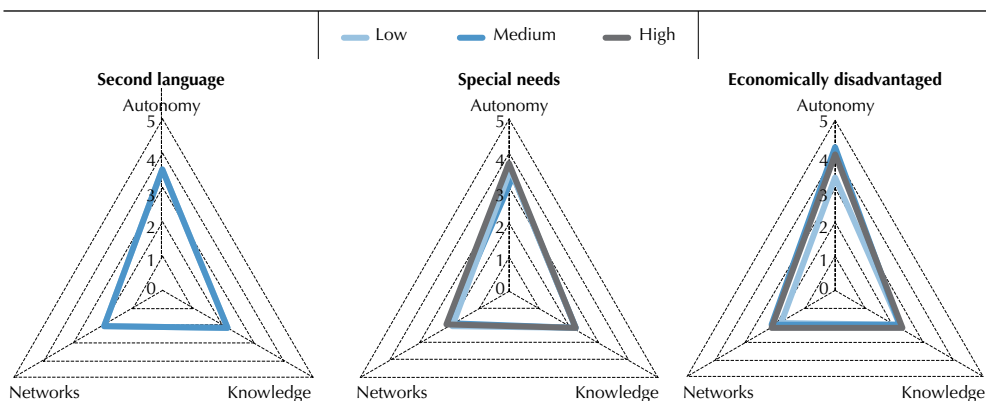


Figure F.18 Equity profile of Israel

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.034	-0.026	-0.115
Special needs	-0.100	0.143	-0.216
Economically disadvantaged	0.007	-1.113	0.190
Most challenging*	-0.032	0.030	-0.199

Note: * n = 250 (8.03% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	2 485	79.85%
Medium concentration	365	11.73%
High concentration	262	8.42%

Special needs	# of Teachers	% of Teachers
Low concentration	1 825	59.20%
Medium concentration	1 032	33.47%
High concentration	226	7.33%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	677	21.89%
Medium concentration	1 002	32.40%
High concentration	1 414	45.72%

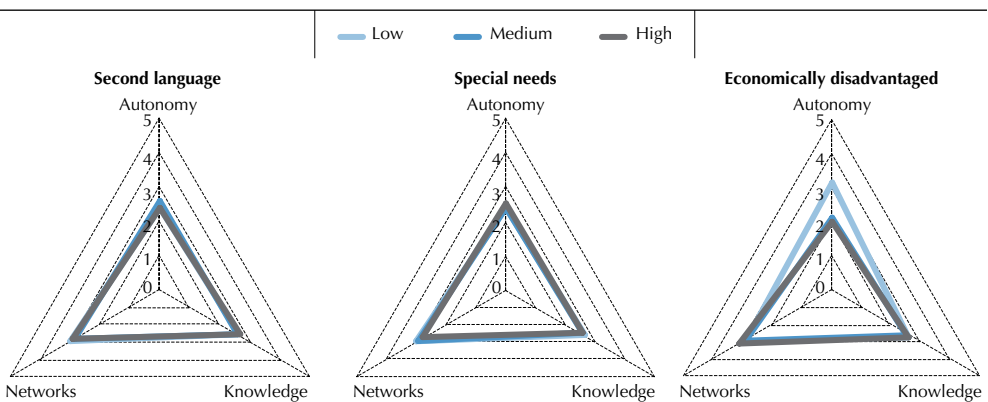


Figure F.19 Equity profile of Italy

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.067	0.318	-0.313
Special needs	0.060	-0.202	-0.006
Economically disadvantaged	0.046	-0.417	0.022
Most challenging*	-0.090	-1.296	0.100

Note: * n = 76 (2.29% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	2 326	70.23%
Medium concentration	880	26.57%
High concentration	106	3.20%

Special needs	# of Teachers	% of Teachers
Low concentration	2 363	71.09%
Medium concentration	800	24.07%
High concentration	161	4.84%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 827	54.96%
Medium concentration	1 203	36.19%
High concentration	294	8.84%

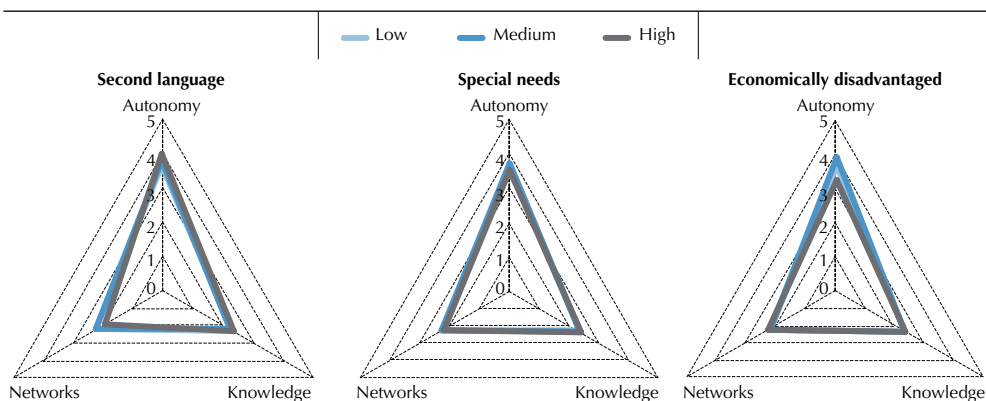


Figure F.20 Equity profile of Japan

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.102	NA	0.165
Special needs	-0.095	0.469	0.031
Economically disadvantaged	0.066	-0.391	0.158

Second language	# of Teachers	% of Teachers
Low concentration	3 387	97.78%
Medium concentration	57	1.65%
High concentration	20	0.58%

Special needs	# of Teachers	% of Teachers
Low concentration	3 129	90.33%
Medium concentration	335	9.67%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 833	52.92%
Medium concentration	1 431	41.31%
High concentration	200	5.77%

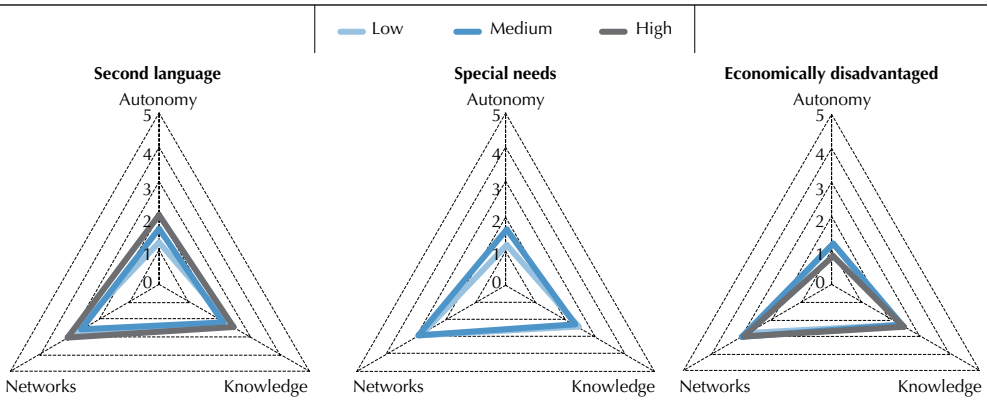


Figure F.21 Equity profile of Korea

Equity gaps	Knowledge	Autonomy	Networks
Second language	NA	NA	NA
Special needs	-0.283	1.120	-0.253
Economically disadvantaged	0.079	0.140	0.119

Second language	# of Teachers	% of Teachers
Low concentration	2 721	100%

Special needs	# of Teachers	% of Teachers
Low concentration	2 520	92.61%
Medium concentration	187	6.87%
High concentration	14	0.51%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 457	53.55%
Medium concentration	1 035	38.04%
High concentration	229	8.42%

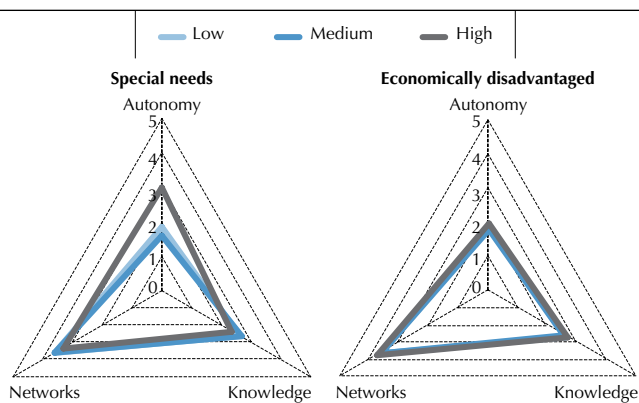


Figure F.22 Equity profile of Latvia

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.389	1.148	0.332
Special needs	-0.082	0.794	-0.014
Economically disadvantaged	-0.125	0.273	-0.181
Most challenging*	0.245	1.735	0.084

Note: * n = 33 (1.62% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 624	79.92%
Medium concentration	263	14.42%
High concentration	115	5.66%

Special needs	# of Teachers	% of Teachers
Low concentration	1 839	91.08%
Medium concentration	180	8.92%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 045	51.43%
Medium concentration	632	31.13%
High concentration	355	17.47%

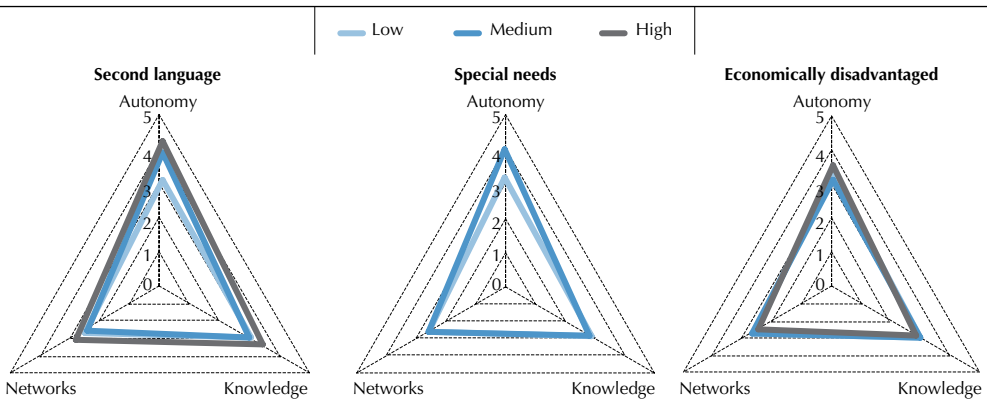


Figure F.23 Equity profile of Malaysia

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.214	0.010	-0.145
Special needs	0.118	-0.382	-0.080
Economically disadvantaged	-0.146	0.064	0.003
Most challenging*	0.125	-0.380	-0.073

Note: * n = 45 (1.56% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 291	44.66%
Medium concentration	446	15.43%
High concentration	1 154	39.92%

Special needs	# of Teachers	% of Teachers
Low concentration	2 773	95.92%
Medium concentration	73	2.53%
High concentration	45	1.56%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	467	16.15%
Medium concentration	731	25.29%
High concentration	1 693	58.56%

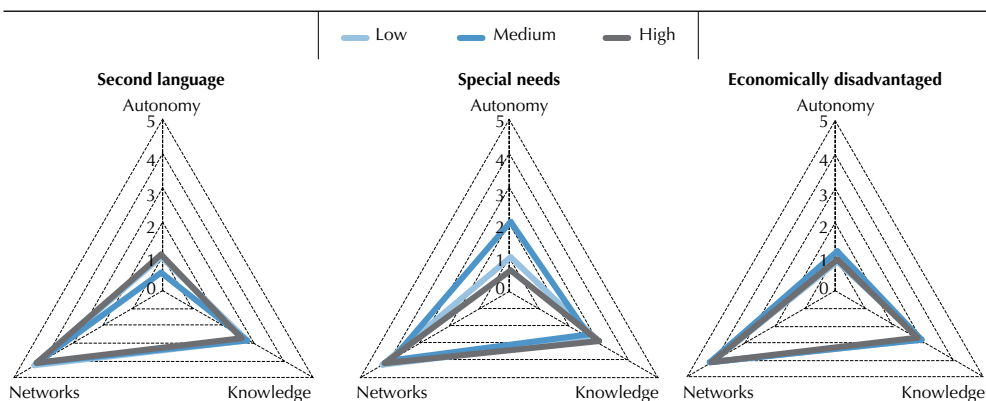


Figure F.24 Equity profile of Mexico

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.249	0.860	0.696
Special needs	0.114	-0.186	-0.013
Economically disadvantaged	-0.063	0.039	-0.202

Second language	# of Teachers	% of Teachers
Low concentration	3 010	97.79%
Medium concentration	31	1.01%
High concentration	37	1.20%

Special needs	# of Teachers	% of Teachers
Low concentration	2 910	93.06%
Medium concentration	159	5.08%
High concentration	58	1.85%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	861	27.53%
Medium concentration	790	25.26%
High concentration	1 476	47.20%

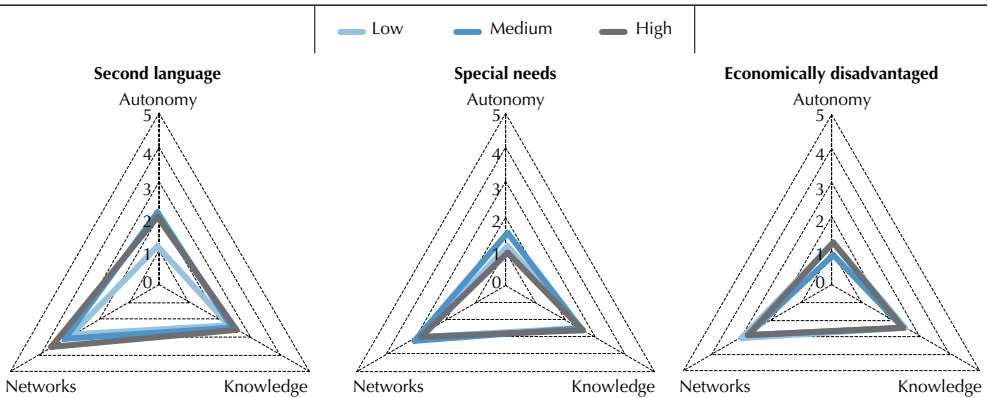


Figure F.25 Equity profile of the Netherlands

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.030	-0.269	-0.130
Special needs	-0.020	-0.893	-0.026
Economically disadvantaged	-0.128	-0.102	-0.239
Most challenging*	0.058	-0.342	-0.234

Note: * n = 78 (4.39 of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 519	85.53%
Medium concentration	142	8.00%
High concentration	115	6.48%

Special needs	# of Teachers	% of Teachers
Low concentration	958	53.94%
Medium concentration	664	37.39%
High concentration	154	8.67%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 088	61.26%
Medium concentration	550	30.97%
High concentration	138	7.77%

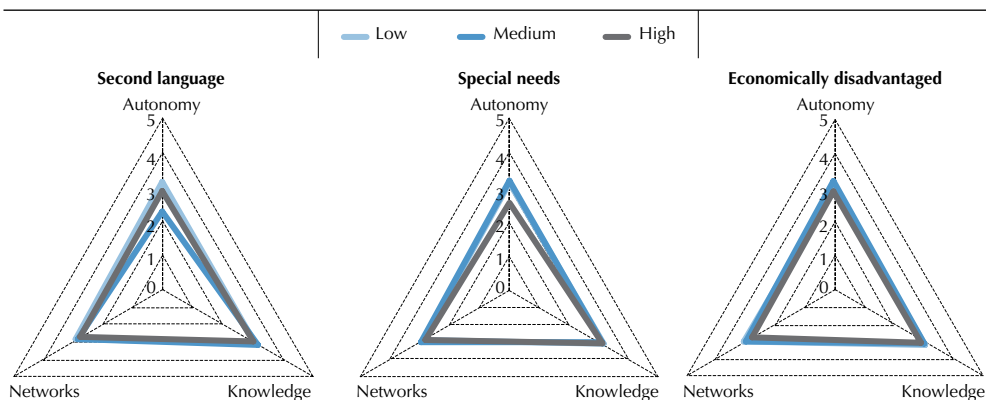


Figure F.26 Equity profile of New Zealand

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.012	-0.479	0.432
Special needs	0.030	2.141	0.304
Economically disadvantaged	0.057	0.214	-0.002
Most challenging*	0.246	-0.708	0.155

Note: * n = 94 (3.55% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 910	71.67%
Medium concentration	560	21.01%
High concentration	195	7.32%

Special needs	# of Teachers	% of Teachers
Low concentration	2 154	81.93%
Medium concentration	432	16.43%
High concentration	43	1.64%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 219	46.05%
Medium concentration	907	34.27%
High concentration	521	19.68%

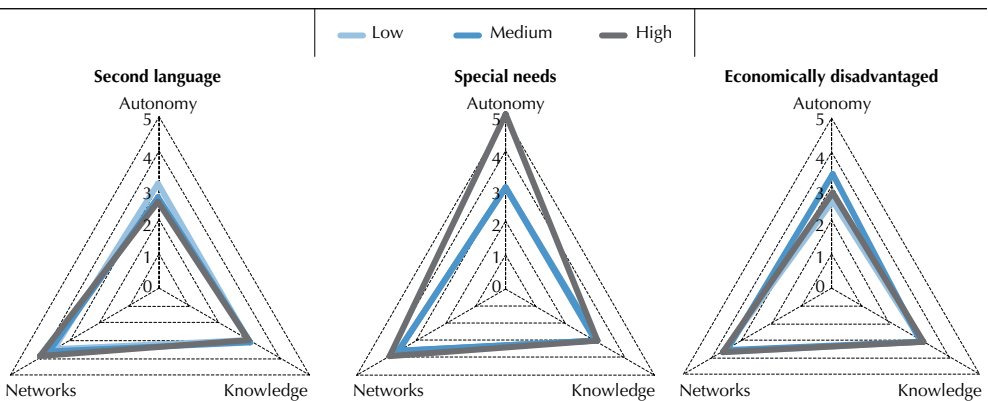


Figure F.27 Equity profile of Norway

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.138	-0.952	0.301
Special needs	0.023	0.598	0.354
Economically disadvantaged	0.188	-0.542	0.237
Most challenging*	0.075	-0.550	0.209

Note: * n = 68 (3.19% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 602	75.25%
Medium concentration	348	16.35%
High concentration	179	8.41%

Special needs	# of Teachers	% of Teachers
Low concentration	1 218	57.21%
Medium concentration	851	39.97%
High concentration	60	2.82%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 512	71.02%
Medium concentration	493	23.16%
High concentration	124	5.82%

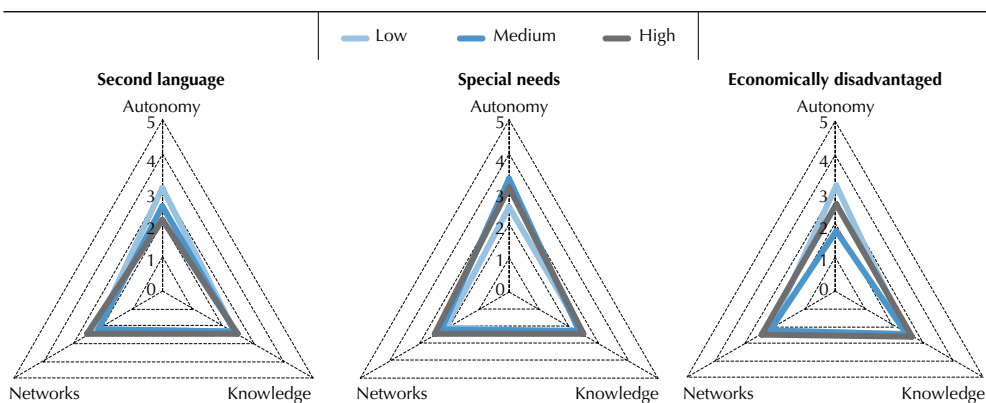


Figure F.28 Equity profile of Poland

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.252	NA	-0.446
Special needs	-0.028	0.213	-0.047
Economically disadvantaged	-0.053	-0.214	-0.059

Second language	# of Teachers	% of Teachers
Low concentration	3 657	99.35%
Medium concentration	24	0.65%

Special needs	# of Teachers	% of Teachers
Low concentration	1 423	38.99%
Medium concentration	1 856	50.85%
High concentration	371	10.16%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 128	30.90%
Medium concentration	1 938	53.10%
High concentration	584	16.00%

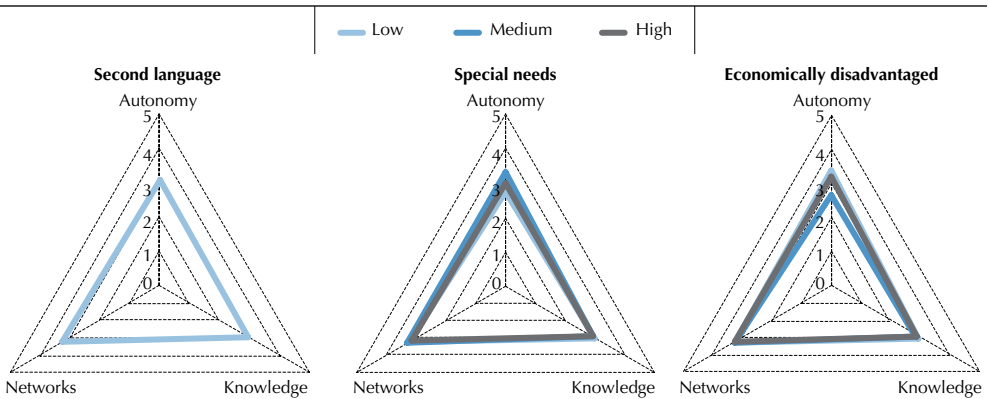


Figure F.29 Equity profile of Portugal

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.101	NA	-0.705
Special needs	0.100	NA	-0.687
Economically disadvantaged	-0.118	-0.660	-0.277
Most challenging*	0.099	NA	-0.701

Note: * n = 21 (0.21% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	3 314	95.92%
Medium concentration	120	3.47%
High concentration	21	0.61%

Special needs	# of Teachers	% of Teachers
Low concentration	2 927	85.69%
Medium concentration	468	13.7%
High concentration	21	0.61%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	358	10.50%
Medium concentration	1 349	39.56%
High concentration	1 703	49.94%

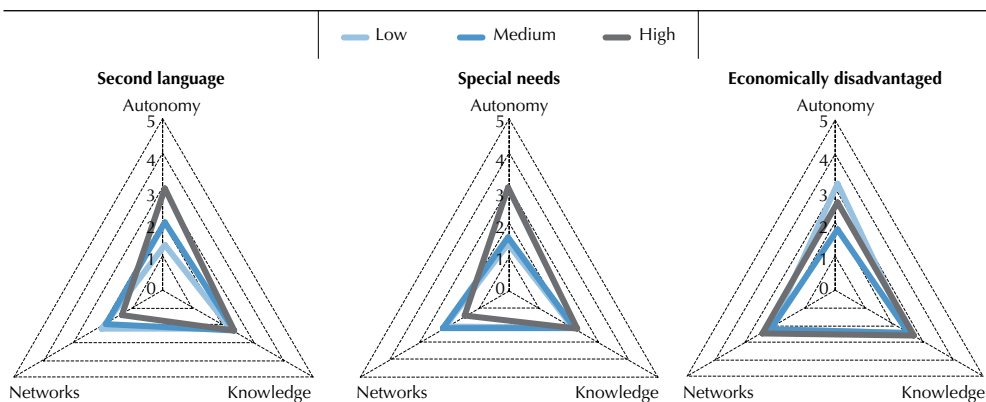


Figure F.30 Equity profile of Romania

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.028	-0.135	-0.129
Special needs	-0.265	1.540	-0.529
Economically disadvantaged	-0.041	-0.119	-0.019
Most challenging*	-0.179	0.691	-0.320

Note: * n = 12 (0.37% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	2 935	89.84%
Medium concentration	232	7.10%
High concentration	100	3.06%

Special needs	# of Teachers	% of Teachers
Low concentration	3 169	97.18%
Medium concentration	92	2.82%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 461	44.72%
Medium concentration	950	29.08%
High concentration	856	26.20%

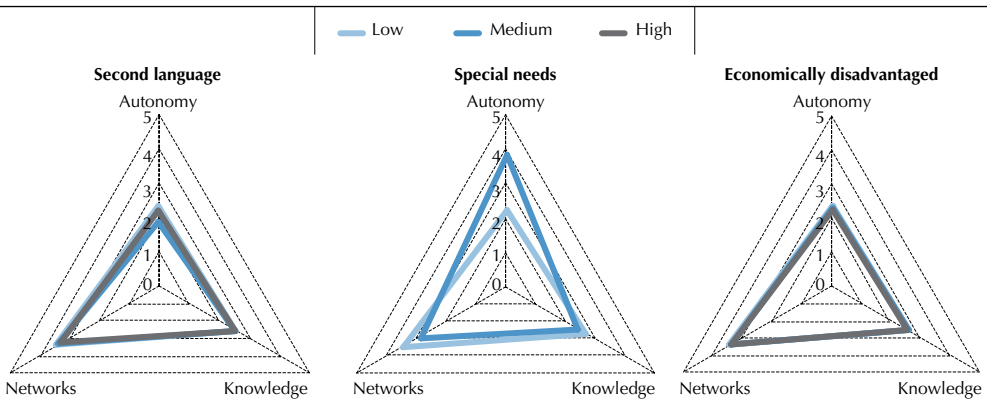


Figure F.31 Equity profile of the Russian Federation

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.486	-1.139	0.298
Special needs	-0.218	-0.800	-0.002
Economically disadvantaged	-0.018	-0.124	0.038

Second language	# of Teachers	% of Teachers
Low concentration	3 430	88.91%
Medium concentration	261	6.77%
High concentration	167	4.33%

Special needs	# of Teachers	% of Teachers
Low concentration	3 682	95.09%
Medium concentration	138	3.56%
High concentration	52	1.34%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	3 135	80.97%
Medium concentration	548	14.15%
High concentration	189	4.88%

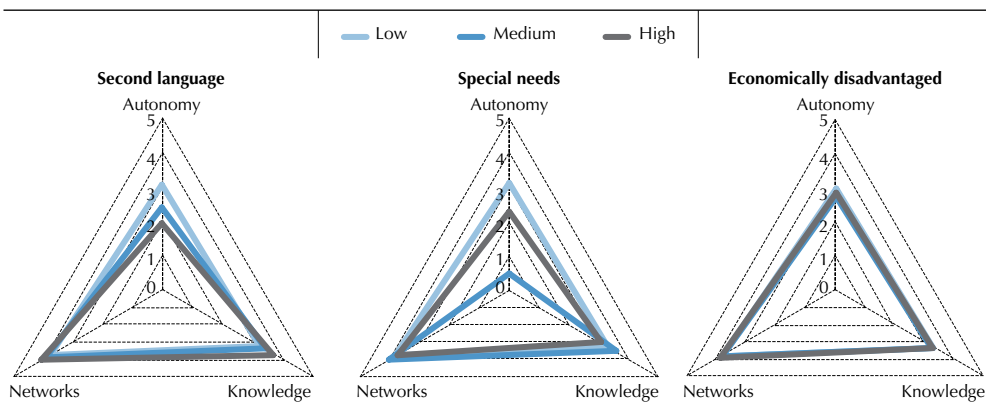


Figure F.32 Equity profile of Serbia

Equity gaps	Knowledge	Autonomy	Networks
Second language	0.091	-1.228	0.333
Special needs	-0.026	0.141	-0.077
Economically disadvantaged	0.085	0.065	0.102
Most challenging*	0.041	-0.743	0.506

Note: * n = 38 (1.03% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	3 182	89.53%
Medium concentration	334	9.40%
High concentration	38	1.07%

Special needs	# of Teachers	% of Teachers
Low concentration	3 351	93.29%
Medium concentration	241	6.71%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 758	48.79%
Medium concentration	1 597	44.32%
High concentration	248	6.88%

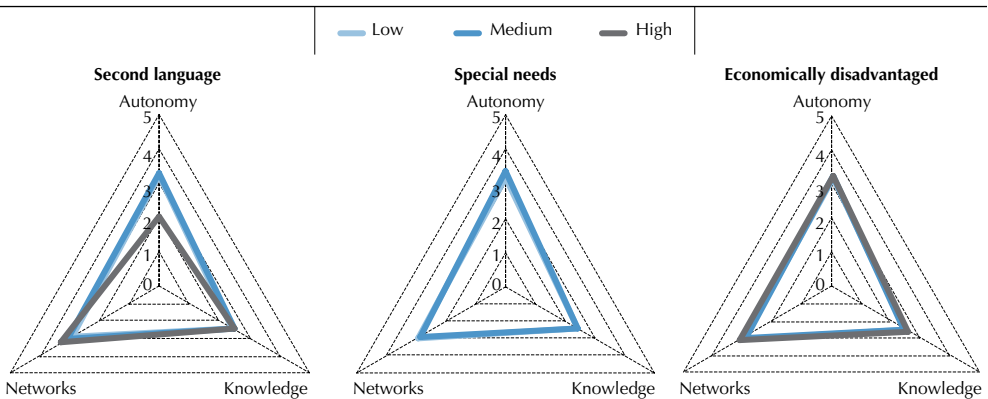


Figure F.33 Equity profile of Shanghai (China)

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.406	NA	-0.321
Special needs	-0.011	-0.485	-0.299
Economically disadvantaged	-0.040	-0.496	-0.085

Second language	# of Teachers	% of Teachers
Low concentration	3 778	98.87%
Medium concentration	23	0.60%
High concentration	20	0.52%

Special needs	# of Teachers	% of Teachers
Low concentration	3 782	98.98%
Medium concentration	39	1.02%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	2 208	57.79%
Medium concentration	1 097	28.71%
High concentration	516	13.50%

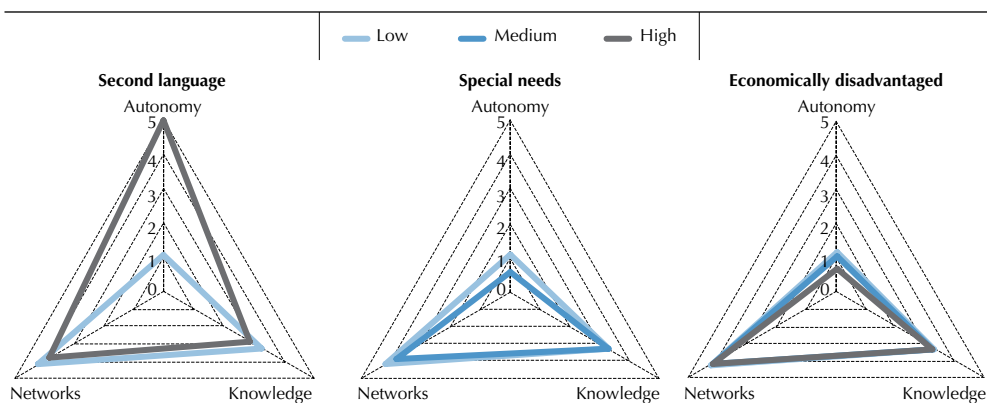


Figure F.34 Equity profile of Singapore

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.028	0.028	-0.094
Special needs	0.119	0.260	0.128
Economically disadvantaged	0.220	-0.505	0.014

Second language	# of Teachers	% of Teachers
Low concentration	314	11.24%
Medium concentration	679	24.30%
High concentration	1 801	64.46%

Special needs	# of Teachers	% of Teachers
Low concentration	2 753	98.53%
Medium concentration	41	1.47%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 363	48.44%
Medium concentration	1 263	44.88%
High concentration	188	6.68%

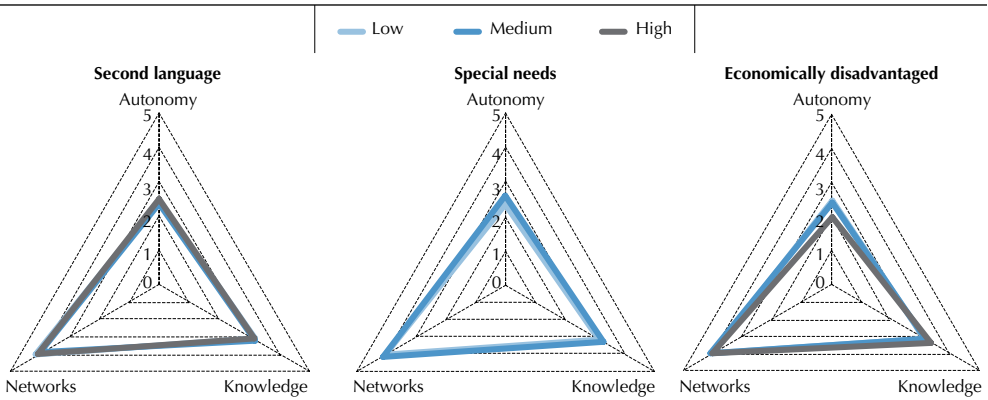


Figure F.35 Equity profile of the Slovak Republic

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.050	-0.508	0.001
Special needs	-0.063	-0.112	0.011
Economically disadvantaged	-0.110	0.036	0.044
Most challenging*	0.094	NA	0.473

Note: * n = 35 (1.06% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	3 003	91.03%
Medium concentration	165	5.00%
High concentration	131	3.97%

Special needs	# of Teachers	% of Teachers
Low concentration	2 922	88.25%
Medium concentration	389	11.75%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	2 311	69.80%
Medium concentration	752	22.71%
High concentration	248	7.49%

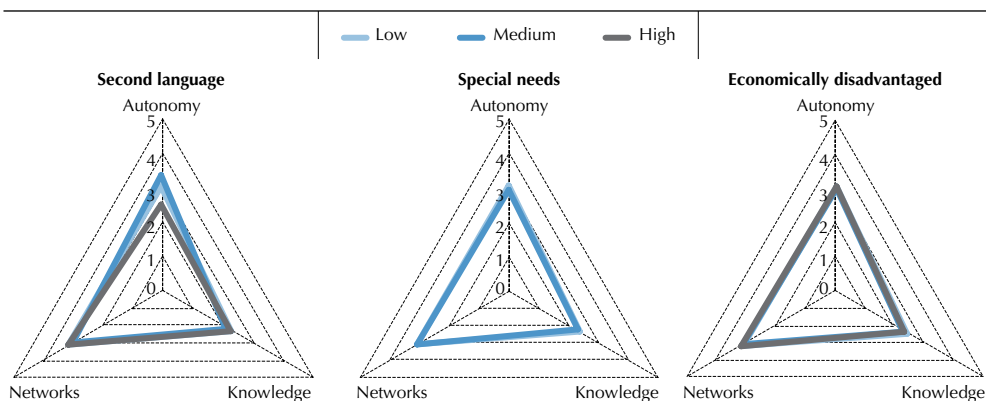


Figure F.36 Equity profile of Spain

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.032	0.817	-0.012
Special needs	0.029	NA	-0.008
Economically disadvantaged	0.018	-0.156	0.189
Most challenging*	0.141	-0.216	0.141

Note: * n = 87 (2.64% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	2 326	70.55%
Medium concentration	677	20.53%
High concentration	294	8.92%

Special needs	# of Teachers	% of Teachers
Low concentration	2 805	85.08%
Medium concentration	473	14.35%
High concentration	19	0.58%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	2 000	60.66%
Medium concentration	831	25.20%
High concentration	466	14.13%

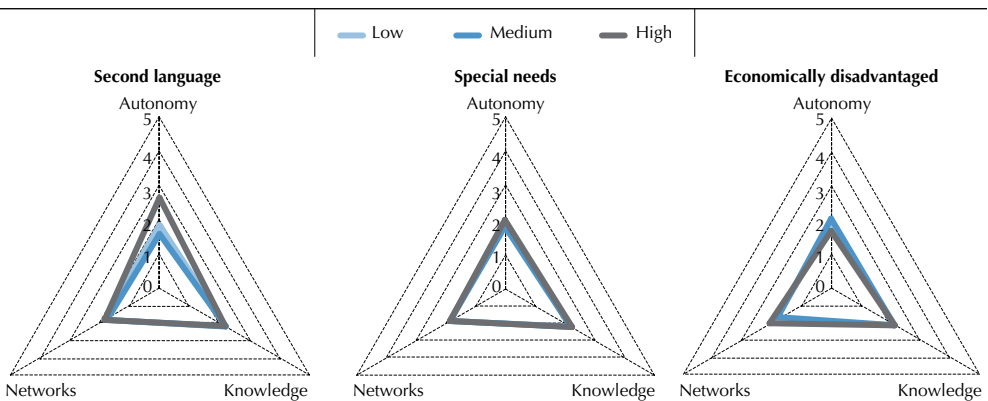


Figure F.37 Equity profile of Sweden

Equity gaps	Knowledge	Autonomy	Networks
Second language	-0.087	-0.127	0.312
Special needs	-0.043	-0.099	0.148
Economically disadvantaged	-0.068	-0.080	0.408
Most challenging*	-0.022	-0.333	0.432

Note: * n = 257 (8.31% of teachers)

Second language	# of Teachers	% of Teachers
Low concentration	1 731	55.93%
Medium concentration	851	27.50%
High concentration	513	16.58%

Special needs	# of Teachers	% of Teachers
Low concentration	1 150	36.91%
Medium concentration	1 727	55.42%
High concentration	239	7.67%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	1 905	61.57%
Medium concentration	908	29.35%
High concentration	281	9.08%

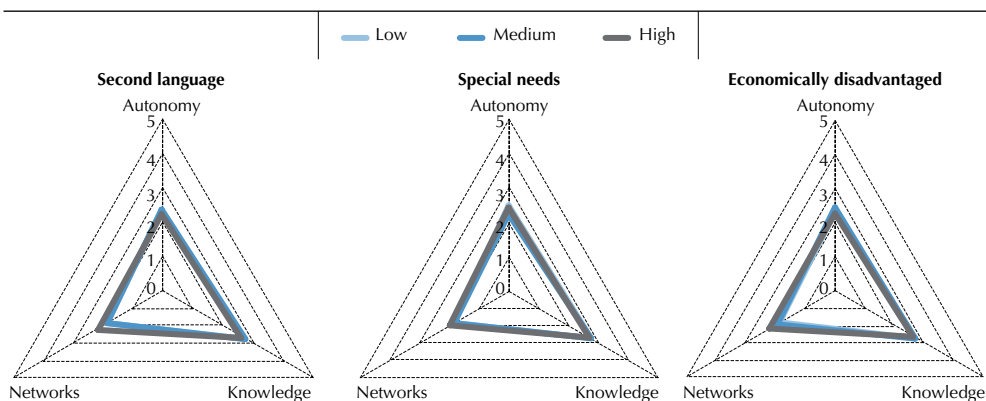


Figure F.38 Equity profile of the United States¹

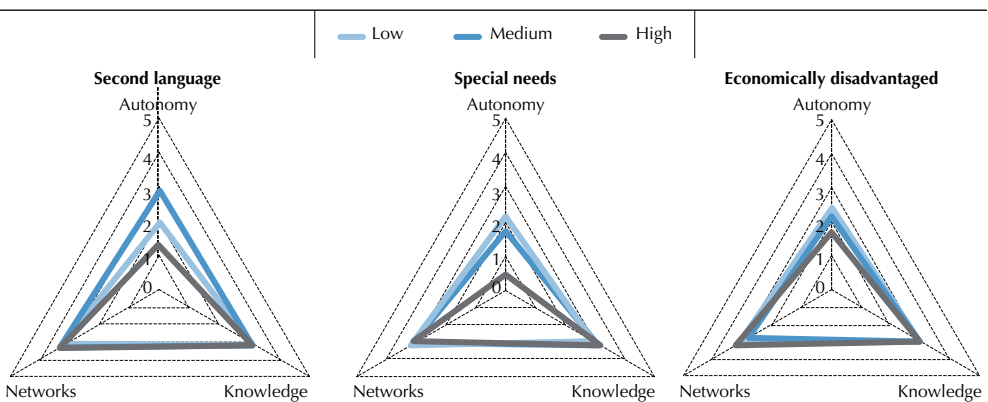
Equity gaps	Knowledge	Autonomy	Networks
Second language	0.056	-0.542	-0.109
Special needs	0.379	-1.302	0.147
Economically disadvantaged	0.230	-0.413	0.445
Most challenging*	0.120	-0.224	0.045

Note: * n = 250 (15.61% of teachers)

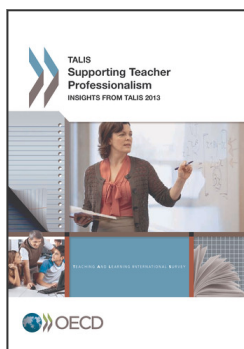
Second language	# of Teachers	% of Teachers
Low concentration	1 164	72.66%
Medium concentration	205	12.80%
High concentration	233	14.54%

Special needs	# of Teachers	% of Teachers
Low concentration	594	37.08%
Medium concentration	963	60.11%
High concentration	45	2.81%

Economically disadvantaged	# of Teachers	% of Teachers
Low concentration	175	10.92%
Medium concentration	337	21.04%
High concentration	1 090	68.04%



1. A country profile for the United States is presented to provide information about the school equity levels. However, the data should be interpreted carefully since the United States did not meet international participation rates.



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