

Can generalizability theory contribute to the researches on equity in education?

Marc Demeuse
University of Mons-Hainaut (Belgium)

Equity in education is now more and more a matter of interest (Hutmacher, Cochrane & Bottani, 2001; European Group for Research on Equity in Education Systems, 2005; Bottani & Benadusi, 2006). International comparisons on a European level are commonly used (Demeuse & Baye, 2007) in order to improve the understanding of general principles of organization (grade retention, ability grouping, students' orientation or selection...) on educational equity.

Till now, the available data, for a large part extracted from PISA 2000 and 2003, have been analyzed through "ordinary ways", excluding generalizability theory. The paper discusses our research findings according to the extent to which results and conclusions conducted on samples can be generalized to the population at large and the perspectives offered by tools like *EduG* in our field of interest.

Bibliography

- Bottani, N., Benadusi, L. (eds) (2006). *Uguaglianza e equità nella scuola*. Gardolo (I): Erikson.
- Demeuse, M., Baye, A. (2007). Measuring and Comparing the Equity of Education Systems in Europe. In N.C. Soguel & P. Jaccard (eds). *Gouvernance and Performance of Education Systems*. Dordrecht (NL): Springer. (85-106)
- European Group for Research on Equity in Educational Systems (2005). Equity in European Educational Systems. A set of Indicators. *European Educational Research Journal* 4(2), 1-151.
- Hutmacher, W., Cochrane, D, Bottani, N. (eds) (2001). *In pursuit of Equity in Education. Using international indicators to compare equity policies*. Dordrecht (NL): Kluwer Academic Publishers.