

Table of Contents

EXECUTIVE SUMMARY	
READER'S GUIDE	17
CHAPTER 1 OVERVIEW AND POLICY IMPLICATIONS	21
Equity in education and social mobility	22
Key findings	24
What the results imply for policy	39
CHAPTER 2 HOW IS EQUITY IN EDUCATION CHANGING?	53
Equity in education: A framework	54
How is equity in education changing?	57
Trends in equity in cognitive achievement	59
Socio-economic disparities in student achievement	
Genesis and growth of the achievement gap during students' lives	66
Trends in equity in students' well-being	
Sense of belonging at school	
Science self-efficacy	
Career expectations	
Trends in equity in educational attainment	
Equity among countries in average years of schooling	
Equity in the attainment of upper secondary and tertiary education	77
CHAPTER 3 ACADEMIC AND SOCIO-EMOTIONAL RESILIENCE AMONG	
DISADVANTAGED STUDENTS	95
Academic resilience	97
Academic resilience in PISA	97
Academic resilience across countries	
Student and school characteristics related to academic resilience	106
Social and emotional resilience	
Academic and social and emotional resilience	115



TABLE OF C	DNTENTS	
	R 4 ARE DISADVANTAGED STUDENTS AFFECTED	
	SOCIO-ECONOMIC PROFILE OF THEIR SCHOOL?	
	conomic segregation of disadvantaged students in schools	121
	ny is the segregation of disadvantaged students in schools more frequently	104
	served in some countries than in others?	124
	performance of disadvantaged students may be affected	105
	ool's socio-economic profile ny does a school's socio-economic profile matter for student performance?	
	e performance of disadvantaged students and schools' socio-economic profile	
	tors that may mediate the relationship between school socio-economic profile	120
	d performance among disadvantaged students	129
	e relationship between socio-economic diversity in school and student performance	
CHAPTE	R 5 EDUCATIONAL MOBILITY AND SCHOOL-TO-WORK TRANSITIONS	
	G DISADVANTAGED STUDENTS	141
	social and educational mobility	
•	ion into higher education and PISA performance at age 15	
-		
	reer outcomes and PISA performance	
	anding the forces behind educational mobility and school-to-work transitions	
	ferences in 15-year-old students' attitudes and behaviour	
	ferences in family background	
• Dii	ferences in school characteristics	165
ANNEX	A TECHNICAL NOTES ON ANALYSES IN THIS REPORT	175
ANNEA	A TECHNICAL NOTES ON ANALTSES IN THIS REPORT	1/3
ANNEX	B LIST OF TABLES AVAILABLE ON LINE	185
BOX		
Box 2.1	How PISA measures socio-economic status	56
Box 2.2	The socio-economic gradient: Measuring socio-economic inequalities	
Box 2.3	in cognitive achievement	
DOX 2.5	Measuring tierius in educational attainment	/ 3
Box 3.1	Are measures of social and emotional well-being internationally comparable?	114
Box 5.1	Longitudinal country data	143
Box 5.2	The Danish case: Linking PISA to PIAAC	
Box 5.3	Can genes predict educational attainment?	



FIGURES

Figure 1.1	Equity in cognitive achievement	27
Figure 1.2	Equity in student well-being	33
Figure 1.3	Equity in educational attainment	35
Figure 1.4	Educational mobility (longitudinal evidence)	36
Figure 1.5	School-to-work transitions (longitudinal evidence)	37
	_	
Figure 2.1	Equity in education outcomes	58
Figure 2.2	Change between 2006 and 2015 in equity in science performance	60
Figure 2.3	Students' socio-economic status and average performance across OECD countries	61
Figure 2.4	Change between 2000 and 2015 in equity in reading performance	64
Figure 2.5	Change between 2003 and 2015 in equity in mathematics performance	65
Figure 2.6	Socio-economic disparities in mathematics performance over students' lifetime	67
Figure 2.7	Change between 2003 and 2015 in sense of belonging at school, by socio-economic status	71
Figure 2.8	Change between 2006 and 2015 in science self-efficacy, by socio-economic status	73
Figure 2.9	Change between 2006 and 2015 in career expectations, by socio-economic status	74
Figure 2.10	Total years of schooling, by wealth of countries	77
Figure 2.11	Highest level of education completed, by parents' education	78
Figure 2.12	Educational mobility, by country	80
Figure 2.13	Educational careers across age cohorts	81
Figure 2.14	Change in upward educational mobility across age cohorts	82
Figure 2.15	Likelihood of attaining tertiary education, by parents' education	85
Figure 2.16	Trends in likelihood of completing tertiary education, by parents' education	86
Figure 2.17	National trends in likelihood of completing tertiary education, by parents' education	88
	z) parana cadalan	
Figure 3.1	Types of academic resilience in PISA	98
Figure 3.2	Socio-economic disadvantage and science performance	99
Figure 3.3	International, national and core-skills resilient students in PISA 2015	102
Figure 3.4	Science performance and core-skills resilience	103
Figure 3.5	Equity in science achievement and national resilience	105
Figure 3.6	National resilience and core-skills resilience	107
Figure 3.7	National resilience and student characteristics	108
Figure 3.8	Core-skills resilience and student characteristics	110
Figure 3.9	Index of social and emotional resilience in PISA	111
Figure 3.10	Social and emotional resilience, and its components	113
Figure 3.11	Academic resilience, and the likelihood of social and emotional resilience.	116



TABLE OF COM	ITENTS	
Figure 4.1	Disadvantaged students in disadvantaged schools	122
Figure 4.2	Evolution since 2006 of the percentage of disadvantaged students in schools, by school socio-economic profile	123
Figure 4.3	Science performance, by student and school socio-economic profile	127
Figure 4.4	Change in student performance associated with school socio-economic profile	128
Figure 4.5	School policies, practices and characteristics, and the impact of socio-economic status on science performance	130
Figure 4.6	Student truancy and the impact of socio-economic status on science performance	133
Figure 4.7	Socio-economic diversity in school and student performance	136
	_	
Figure 5.1	Description of longitudinal data sets	144
Figure 5.2	Highest level of education completed, by socio-economic status	145
Figure 5.3	University completion, by quarter of PISA reading performance	147
Figure 5.4	Completed university education at age 25, by PISA reading performance and parents' education	148
Figure 5.5	Employment status at age 25, by socio-economic background	149
Figure 5.6	Skilled employment, by parents' education and PISA reading performance	151
Figure 5.7	Variation in numeracy proficiency explained by student characteristics and educational attainment (Denmark)	153
Figure 5.8	Explaining disparities in literacy and numeracy proficiency in Denmark	154
Figure 5.9	Student expectations and skilled employment	158
Figure 5.10	University completion rates, by effort and perseverance	159
Figure 5.11	University completion rates, by frequency of cultural activity, parents' education and PISA reading performance	161
Figure 5.12	University completion rates, by family wealth	164
Figure 5.13	University completion rates among advantaged students, by school composition and student performance	166
Figure 5.14	University completion rates among disadvantaged students, by school composition and student performance	
Figure 5.15	University completion rates, by peer expectations and school performance	