



PISA 2018 Results
Programme for International Student Assessment

Distinct dimensions of equity in PISA

Strenght through diversity Forum



2 Mars 2020
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What is PISA?

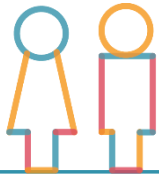


Who are the PISA students: Target population



PISA target population

- PISA students are **aged between 15 years 3 months and 16 years 2 months** at the time of the assessment
- They have **completed at least 6 years of formal schooling**



Enrolled in:

They can be **enrolled in any type of institution**

- **full-time or part-time education**
- **academic or vocational programmes**
- **public or private schools or foreign schools** within the country





Participating countries and economies in PISA 2018



-  OECD countries
-  Partner countries and economies



Equity

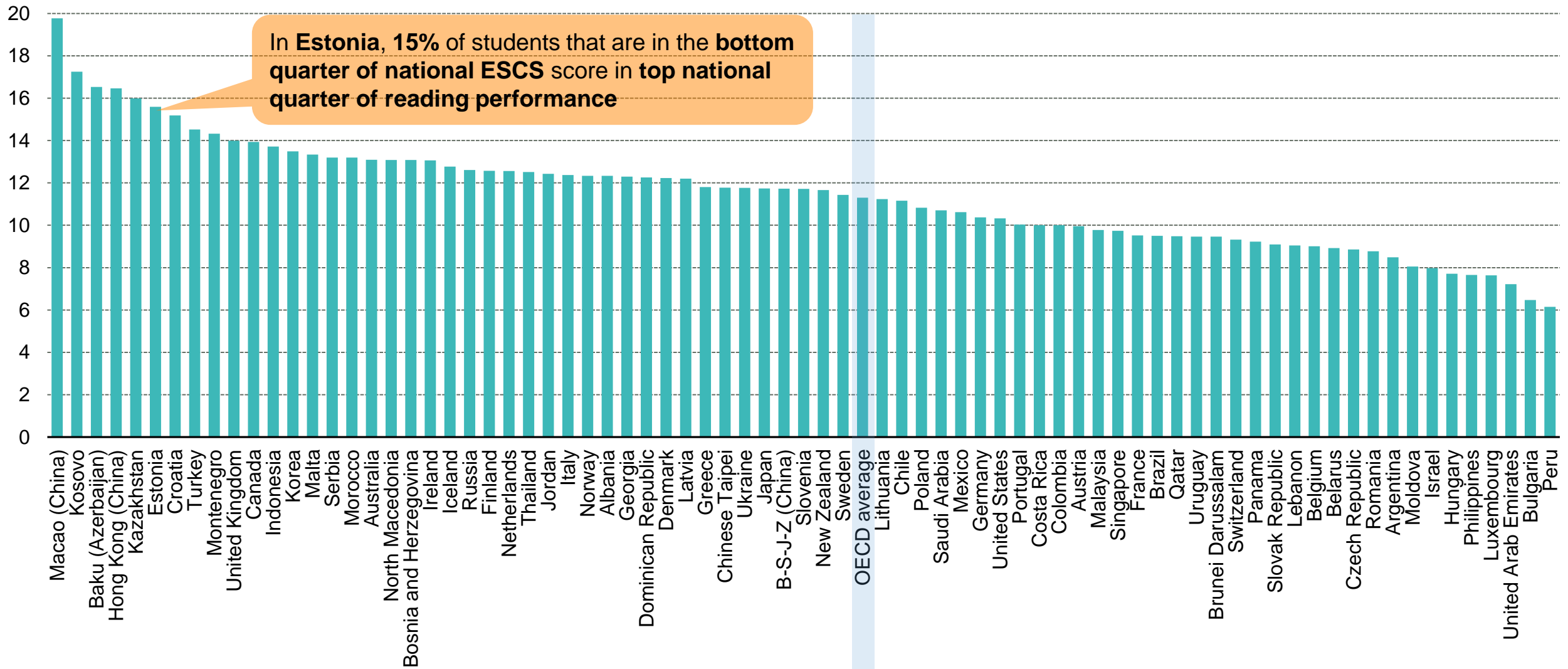
To what extent do gender, socio-economic status or immigrant background influence students' prospects?



Academic resilience

Fig II.3.1

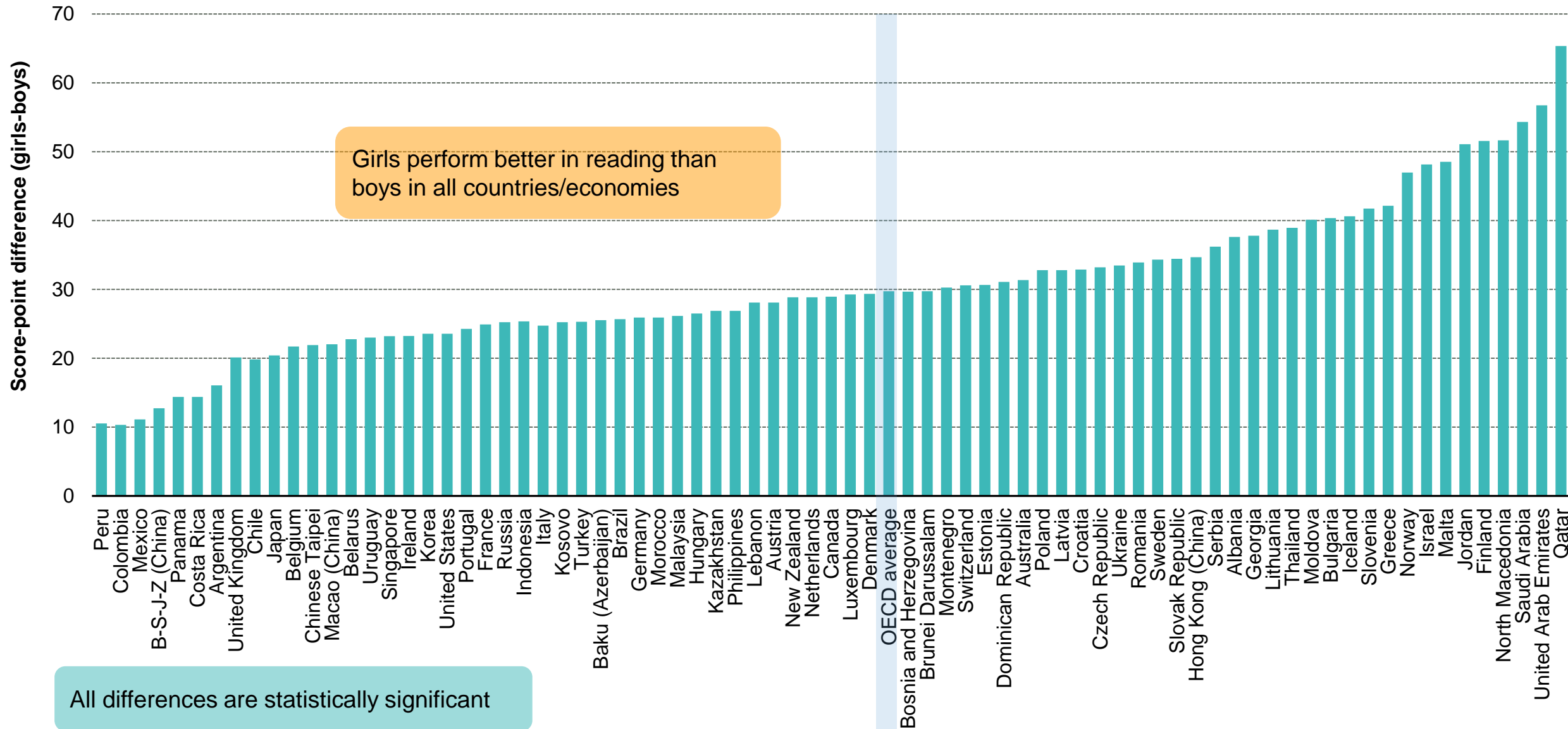
Percentage of disadvantaged students who scored in the top quarter of reading performance in their own country (academically resilient students)





Gender gap in reading performance

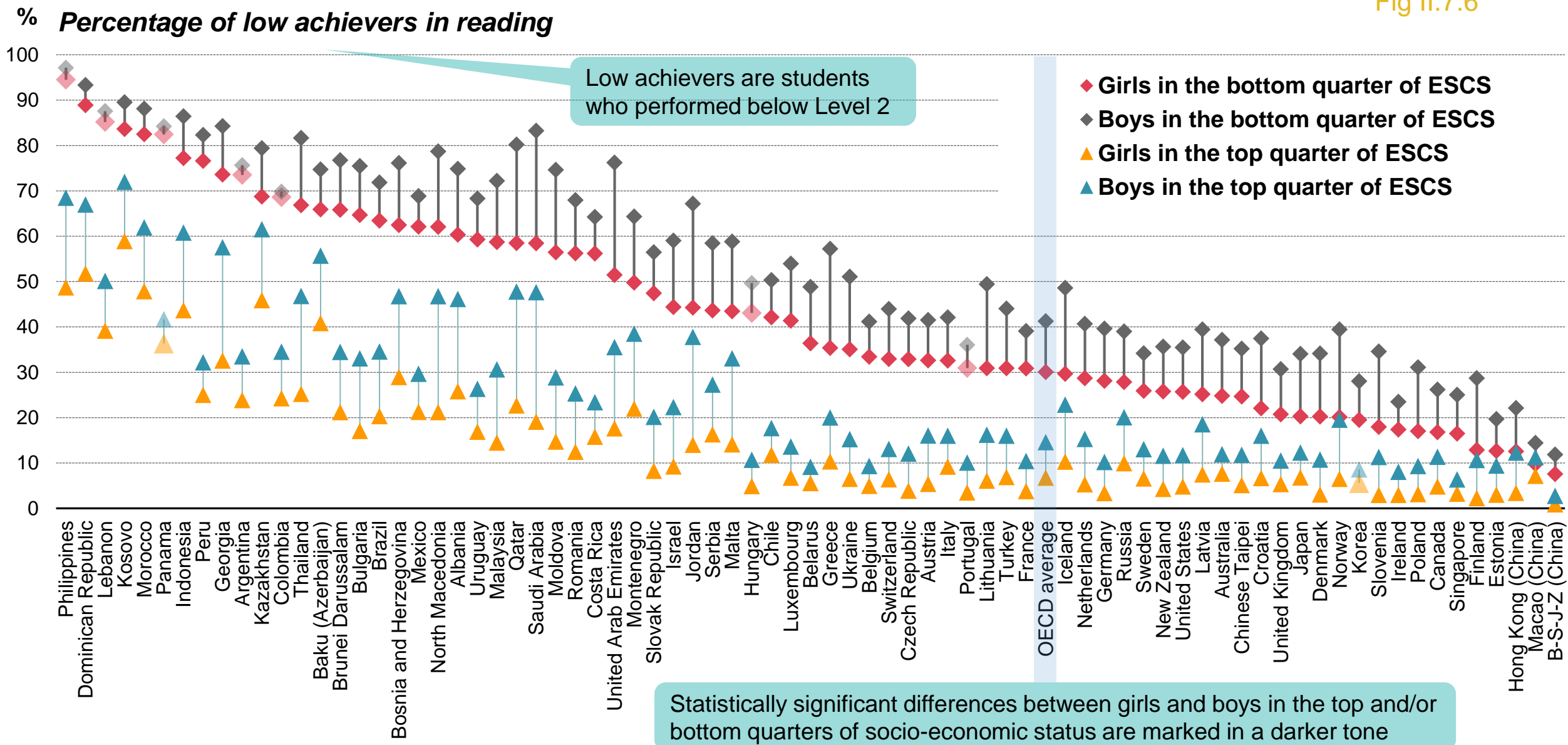
Fig II.7.1





Distribution of low achievers in reading, by gender and socio-economic status

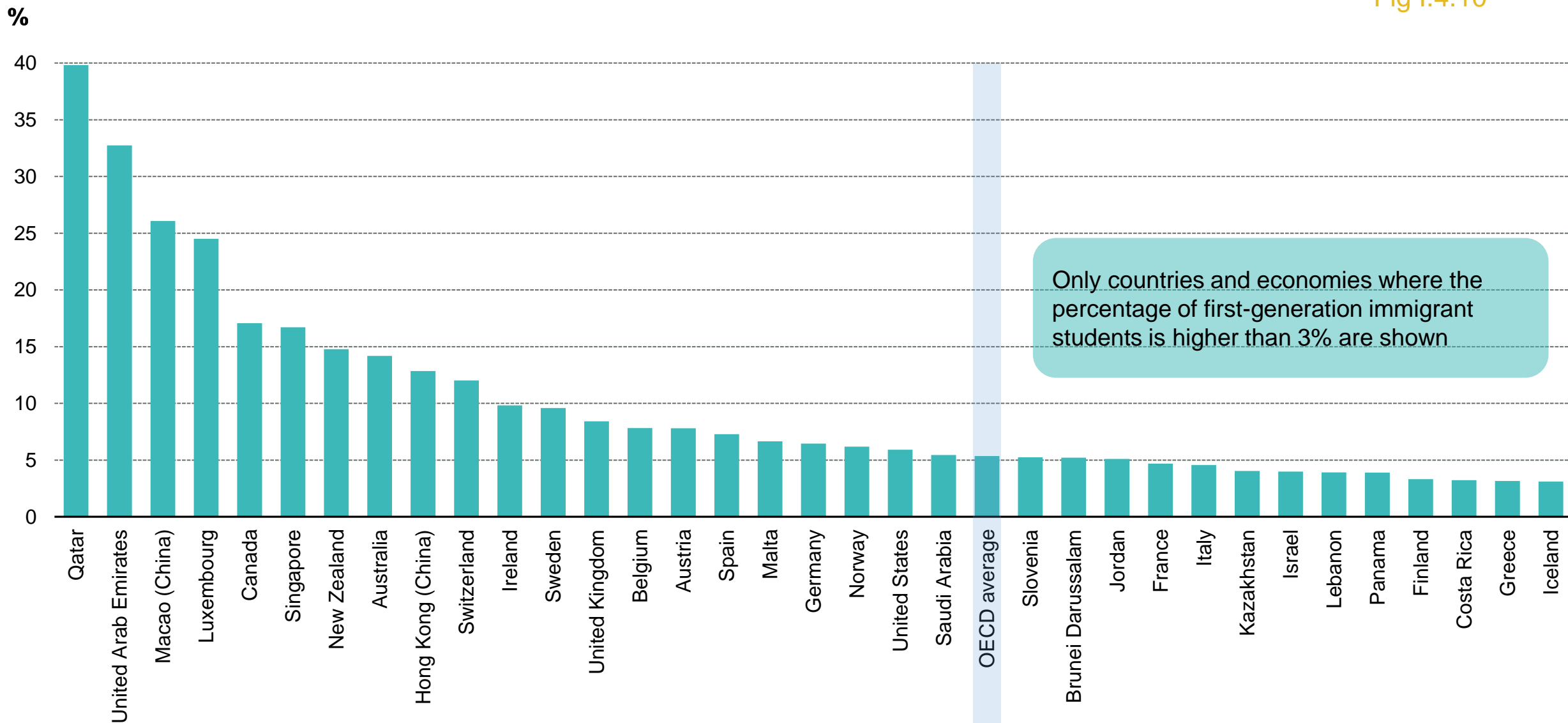
Fig II.7.6





First-generation immigrant students

Fig I.4.10

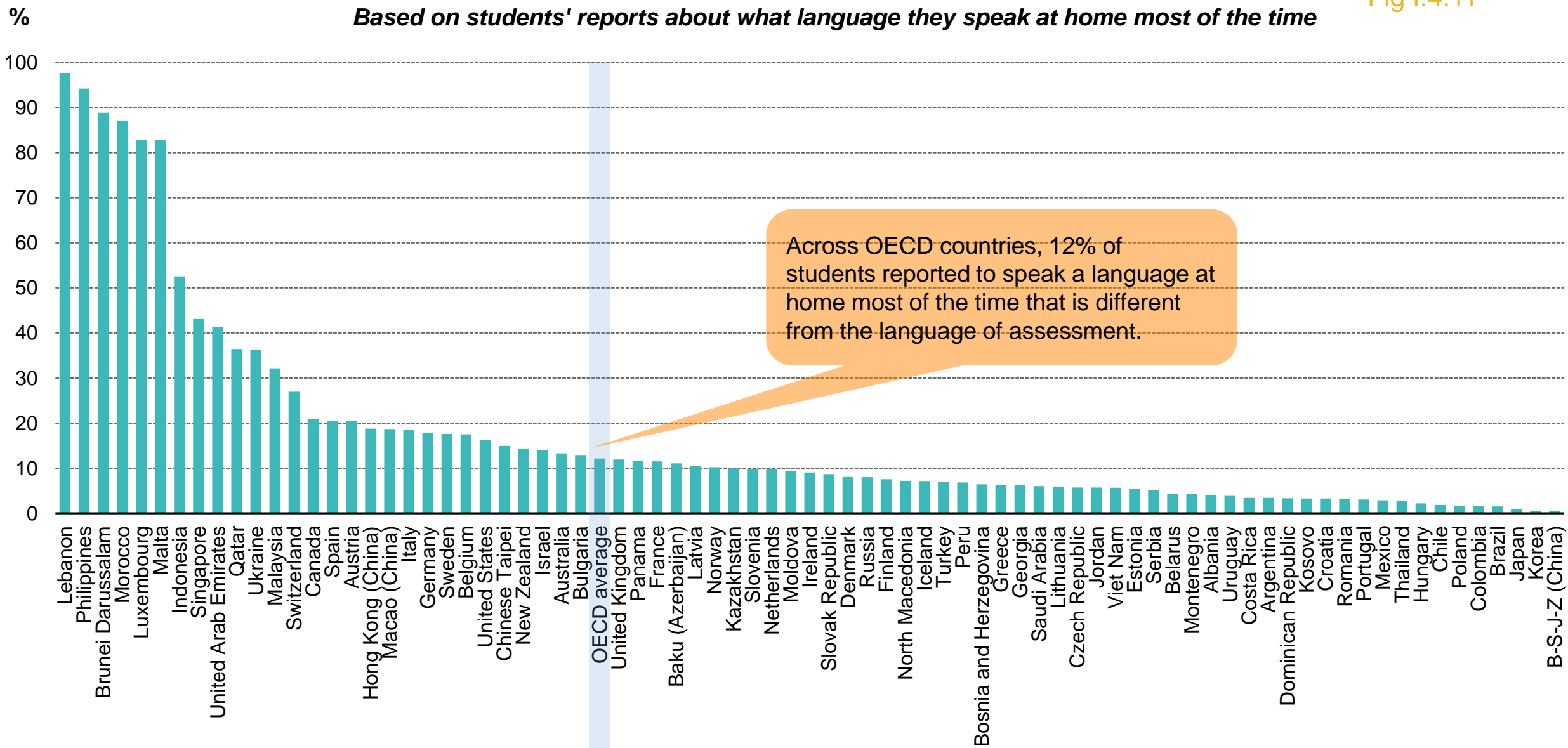




Students who do not speak the language of instruction at home

Fig I.4.11

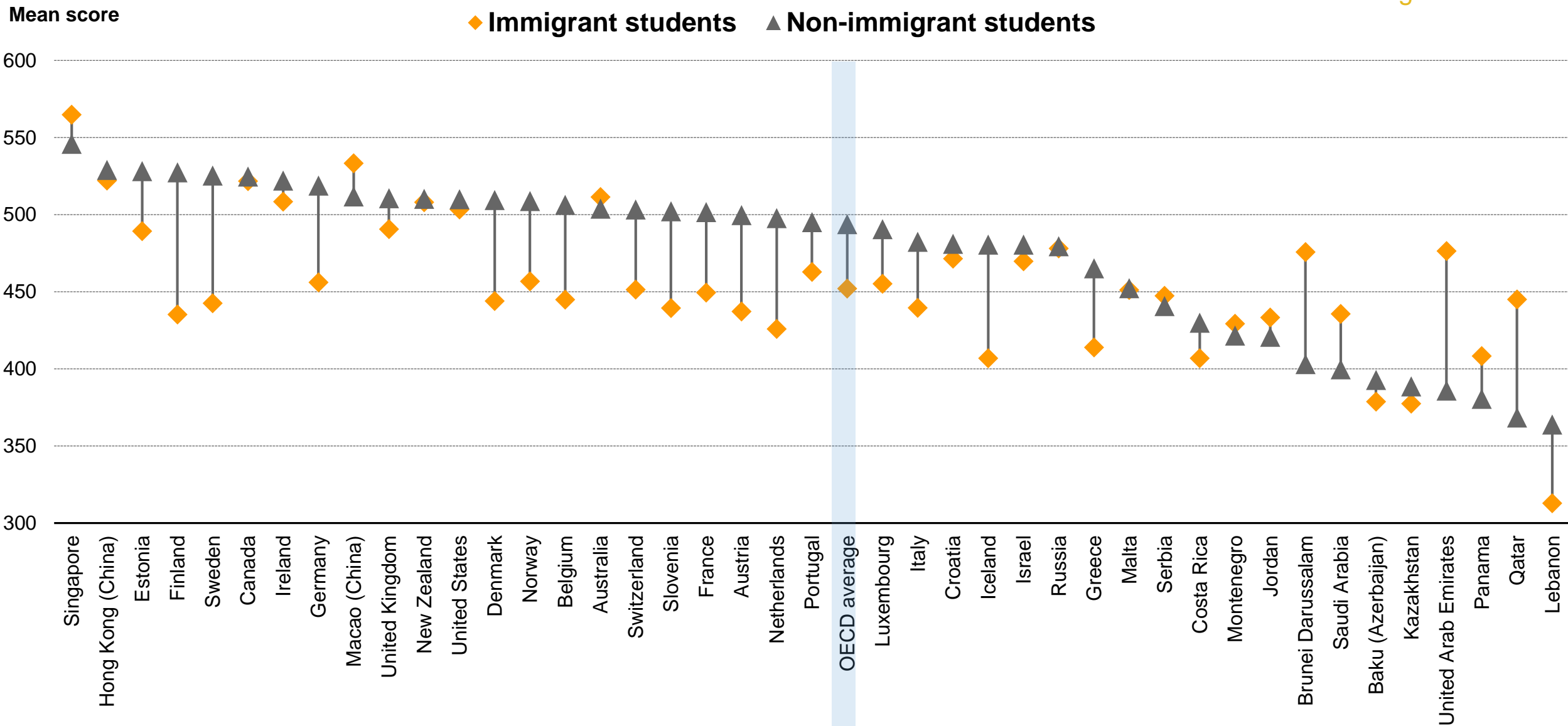
Based on students' reports about what language they speak at home most of the time





Average performance in reading, by immigrant background

Fig II.9.5

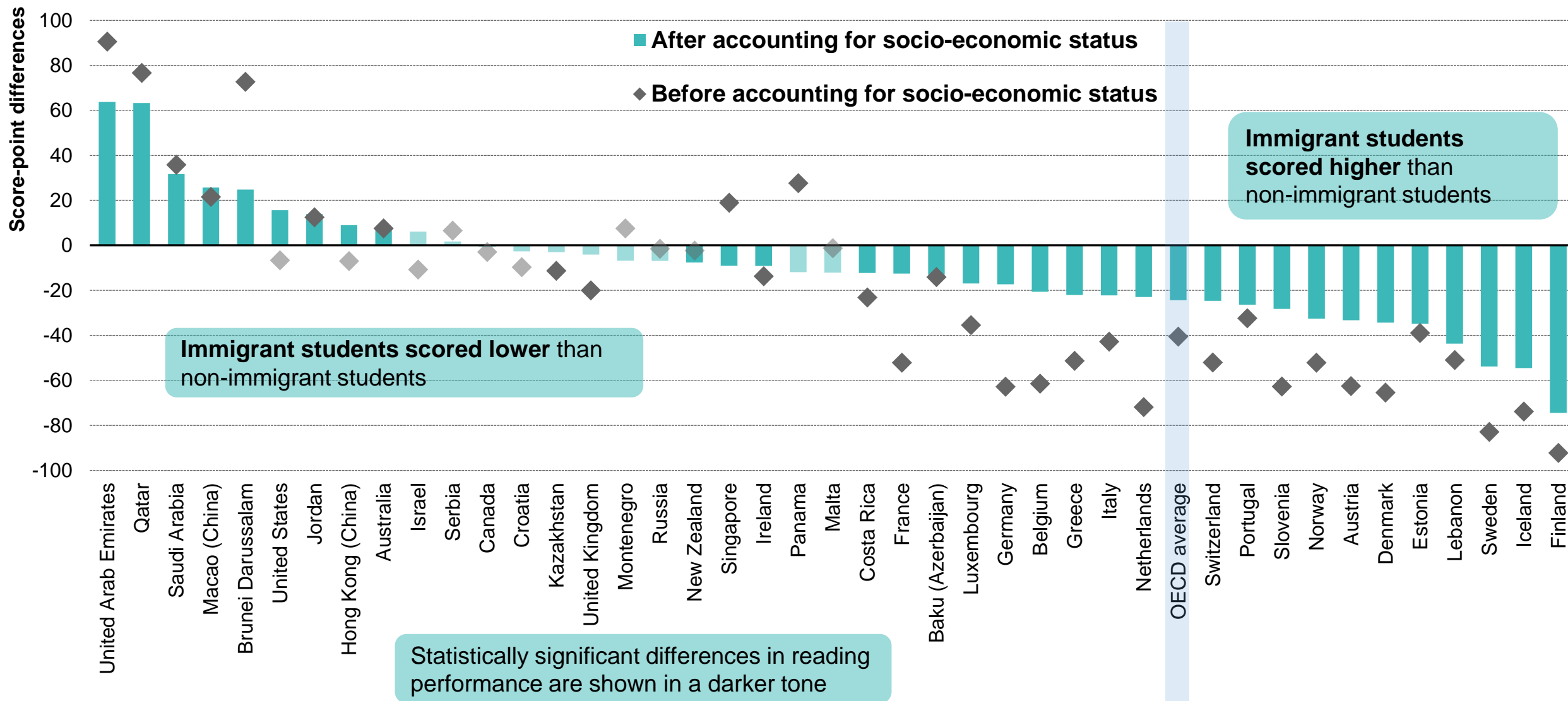




Difference in reading performance, by immigrant background

Fig II.9.6

Score-point difference in reading performance between immigrant and non-immigrant students



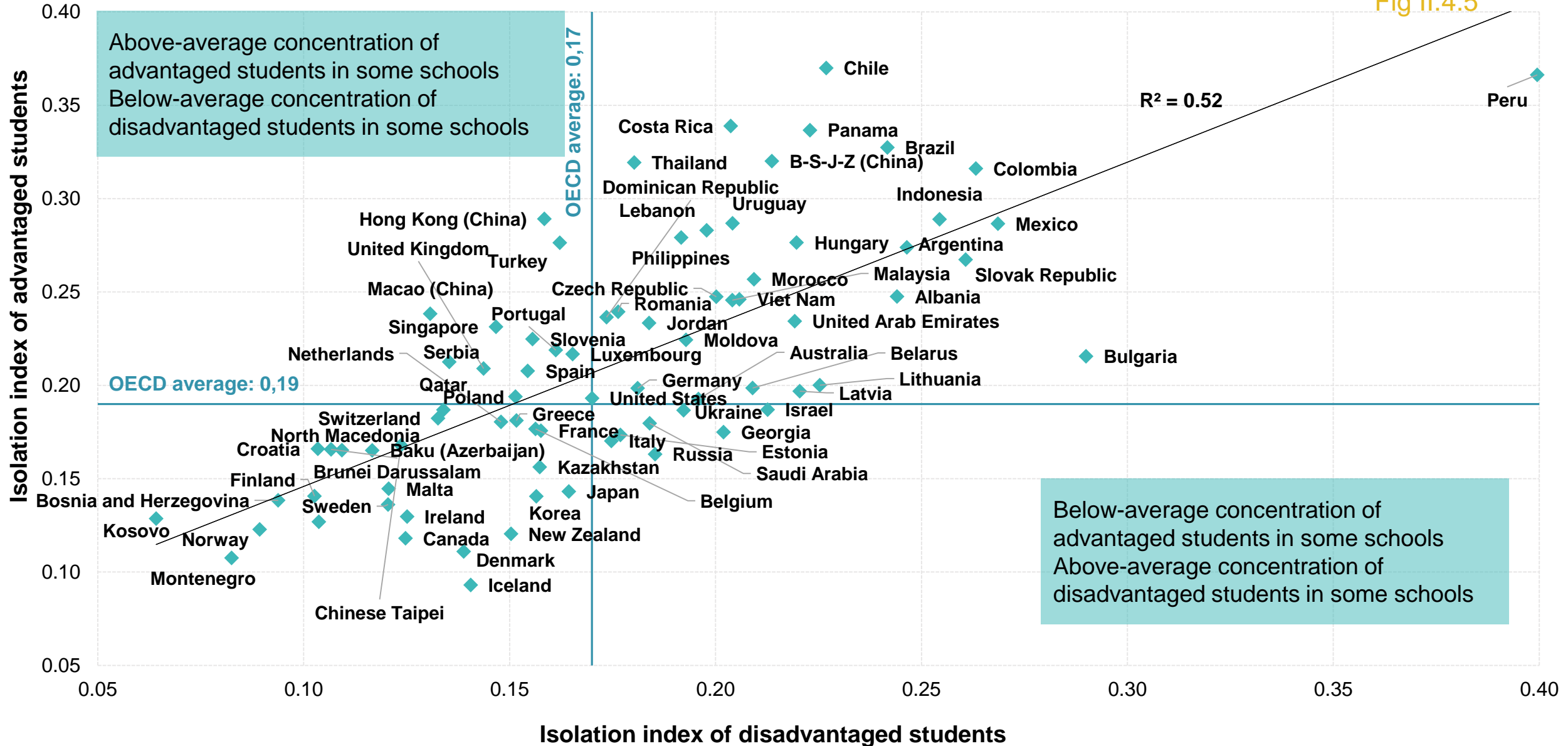


How allocation of students to school may affect equity



Concentration of disadvantaged vs advantaged students in schools

Fig II.4.5

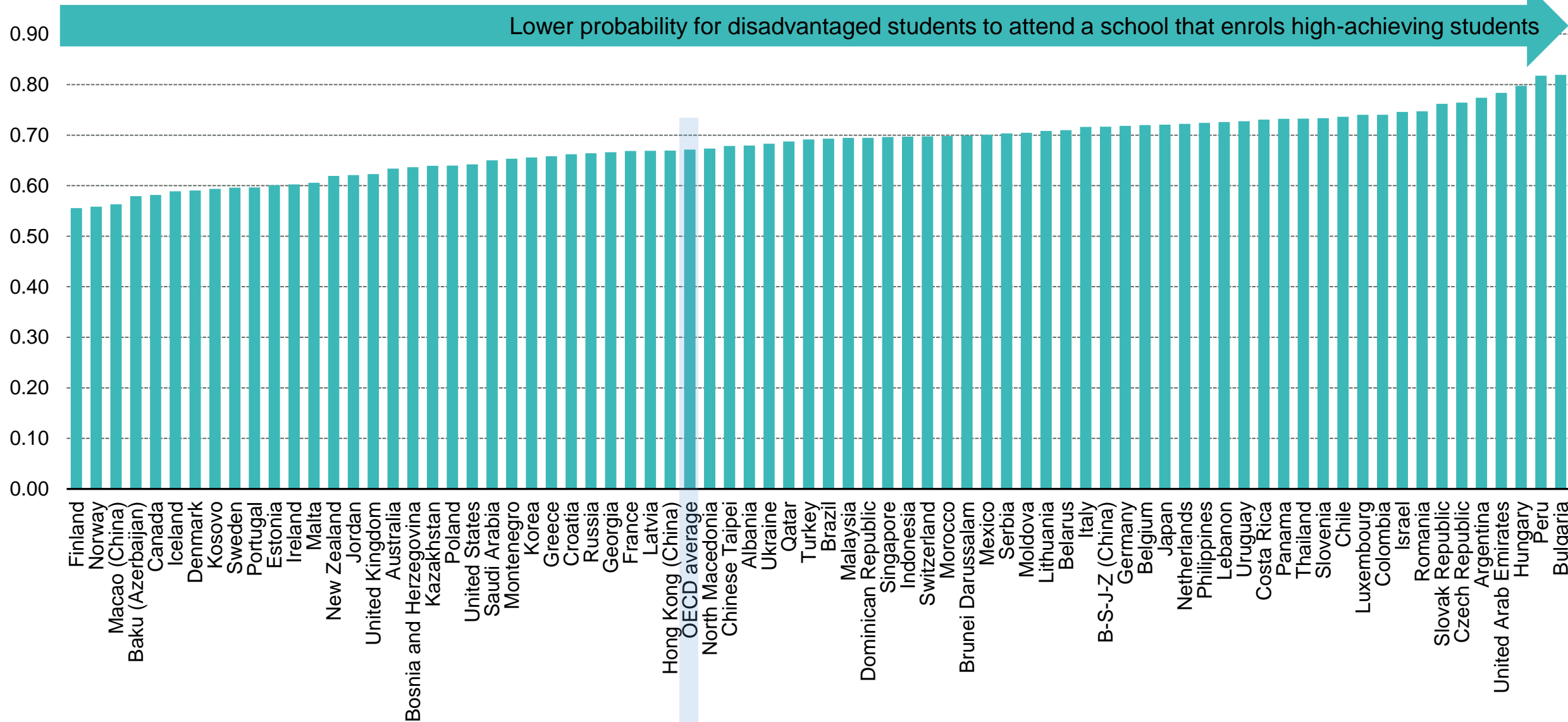




Isolation of disadvantaged students from high-achieving students in reading

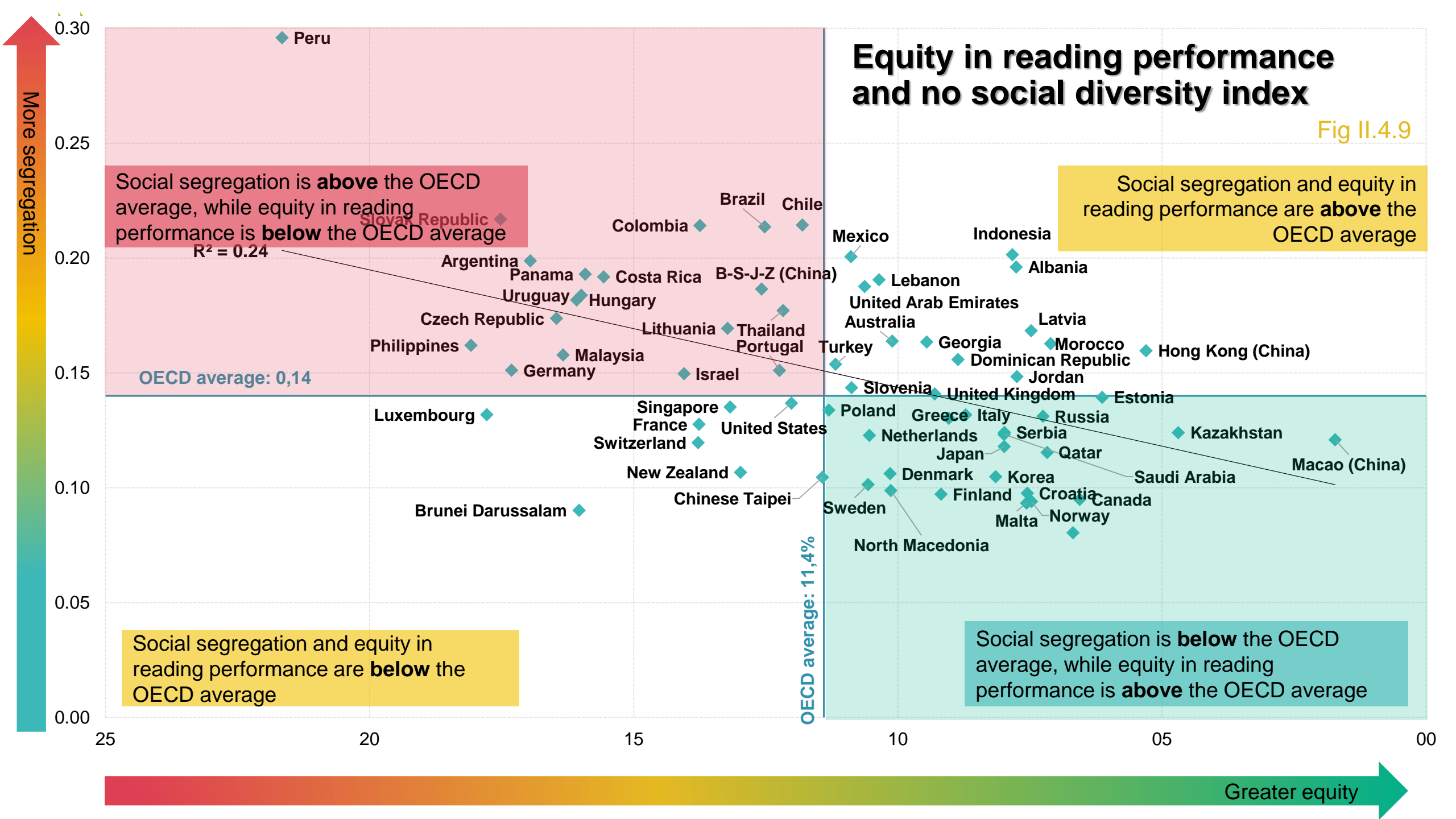
Fig II.4.6

Isolation index



Equity in reading performance and no social diversity index

Fig II.4.9





Thanks!