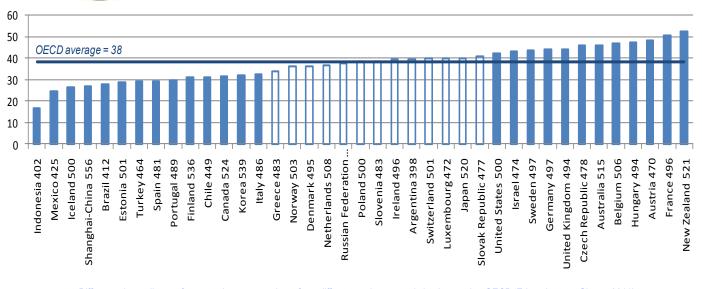
SAASSO Fact Sheet | Student Background Effect On Performance / OECD 2011



Difference in reading performance between students from different socio-economic backgrounds - OECD 'Education at a Glance 2011'

Despite ever-increasing investment in education, local studies suggest that a student's background continues to influence their education standards.

SSC

The latest OECD data supports the conclusion that a student's background impacts significantly on a key education indicator; reading performance.

- The difference in reading performance between students from various socio-economic backgrounds is strong.
- Even after adjusting for socio-economic status, students with an immigrant background score an average of 27 points below students who do not have an immigrant status.

The gap is greatest in New Zealand, France, Austria, Hungary, Belgium and Australia.

Socio-economic background is based on information about parents' education & occupation and their home possessions, such as the number of books in the home.

In Australia, second-generation students, who account for 12% of the student population, outperform students who do not have an immigrant background by 16 score points.

The four top performers in reading,

- Canada
- Finland
- Korea
- Shanghai-China

show a below average impact of socio-economic status on reading performance, proving that it is possible to reduce the strength of relationship between background and performance.

Students who do not have an immigrant background tend to outperform those who do, except in Australia and Canada - for both first and second generation students.

In general, students with an immigrant background are socio-economically disadvantaged and this explains part of the disadvantage for immigrant children.

Only in Australia, Brazil, Czech Republic, Estonia, Hungary, Ireland & New Zealand is there no difference in the socio-economic background of immigrant students.