



DISCUSSION OF "CROSS-NATIONAL DIFFERENCES IN SOCIOECONOMIC ACHIEVEMENT INEQUALITY IN EARLY PRIMARY SCHOOL"

Project on The Development of Inequalities in
Child Educational Achievement

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AND EQUAL OPPORTUNITY (WISE)

Three questions

- 1) What are the factors explaining **SES gap** in early learning achievements?
- 2) Is the gap at age 15 already observable in the **early years of primary school**?
- 3) What **explains the gap in the early years**?



Main result 1

- SES disparities are explained by two factors:
 - ✓ **income** (economic resources important for children's material well-being)
 - ✓ **parental education** (pointing to different parenting practices)
- ⇒ Parental education has a **stronger association** with children's achievement at the entry in the school system
- ⇒ little discussion on mechanisms linked to income and parental education
 - ✓ Time spent in childcare and type of activities with children
 - ✓ Broader differences in parenting styles



Main result 2

- **Inequalities in literacy by SES emerge early in life**, i.e. before and at the entry into the school system.

- ✓ Inequalities in literacy at the start of schooling are **large in Germany** and remain so at the end of lower secondary schooling

- ⇒ the tracking system of the education system is not (solely) responsible for producing inequalities

- ⇒ weakness of the early care and education system in the mid-2005s

- ⇒ But it has changed since the early 2010s... any evidence on the improvements of child's early learning outcomes? (and any evidence that Germany's remontada in PISA surveys is linked to fostering ECEC system?)



Main result 3

- by contrast inequalities are **low in Japan** at the entry into school and remain low at age 15

how do we explain this?

- low child poverty – yes but low fertility rate which may involve a high selection of households who can afford to have children
- Difference in parenting practices/styles?
 - ✓ Any evidence on how parents spend their time with young kids?
 - ✓ Doepke & Zibilotti argue that there is a predominance of “authoritative” parenting (“send the beloved child on a journey”), with for instance compared to France or the US less attachment to “hard work”, “obedience” and high value given to child’s independence.
 - ✓ But this may end up with lower sense of support by parents (ongoing work)
- No increase in inequalities over the school years is surprising in view of the highly competitive system and cramming schools

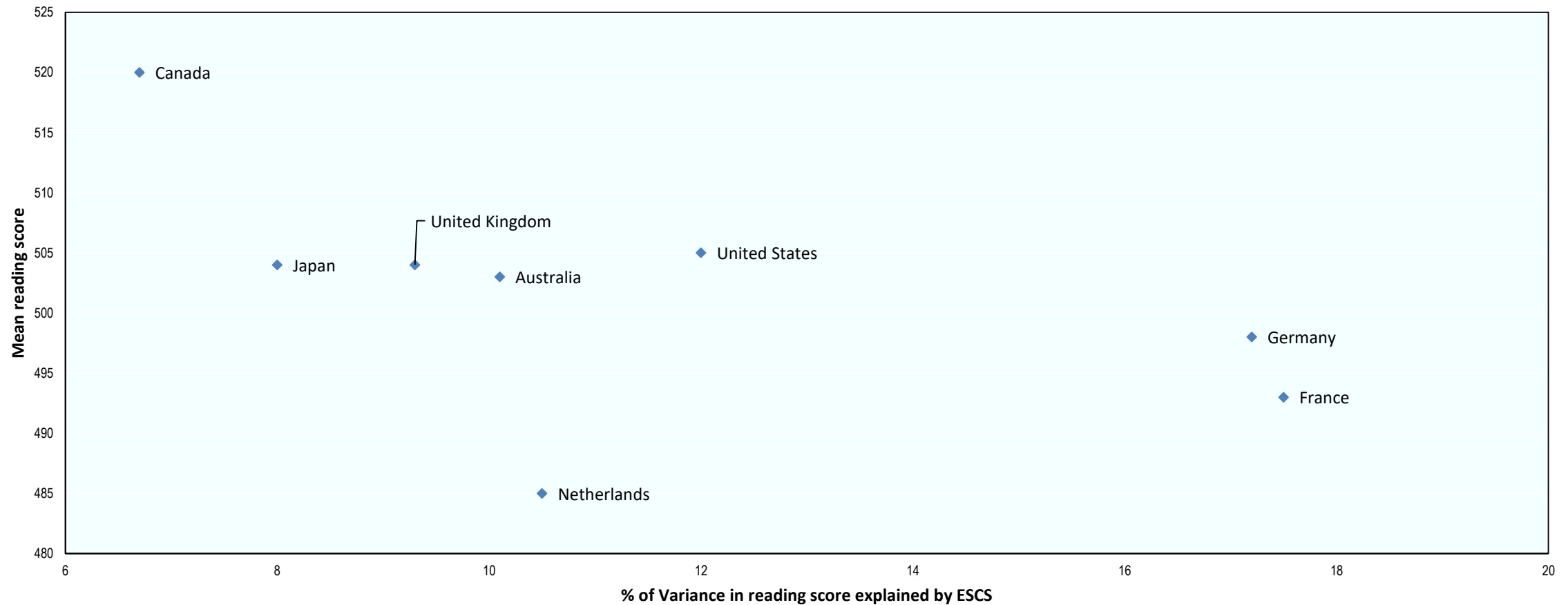


Main result 4

- In **France**, inequalities are moderated at the start of schools (role of ECEC system?), but seem widen over school years
 - ECEC system work as an equalizer before entering the school system ?
 - OK but which "segment"? Childcare for the under 3s or preschools?
 - Some indications that the childcare system may instead contribute to widen SES inequalities... is preschool system instead moderating this effect?
 - Parenting practices/style?
 - Doepke/Zibilotti suggest high prevalence of authoritarian parenting in France
 - Role of the education system in increasing... which aspects? (segregation, School/teachers quality, school/class climate?)

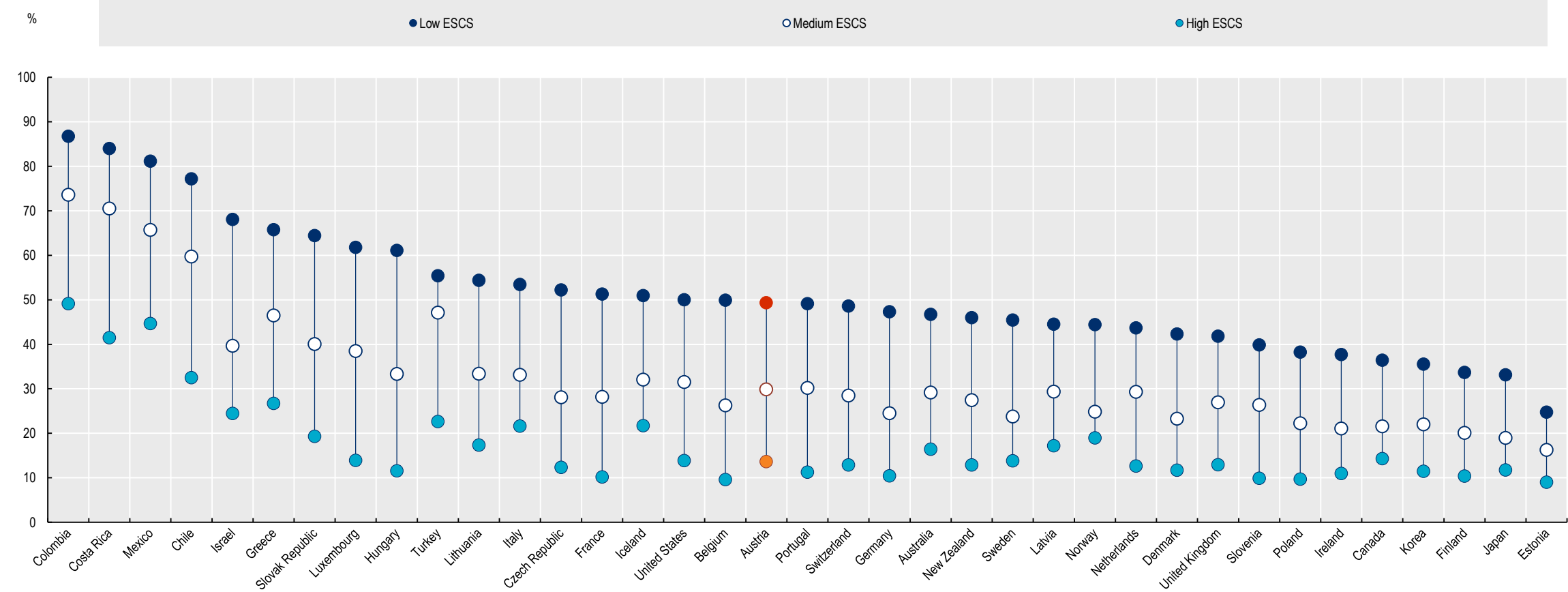


Can we consider cross-national difference in SES impact on learning outcomes with no consideration of average levels? (and other well-being outcomes)



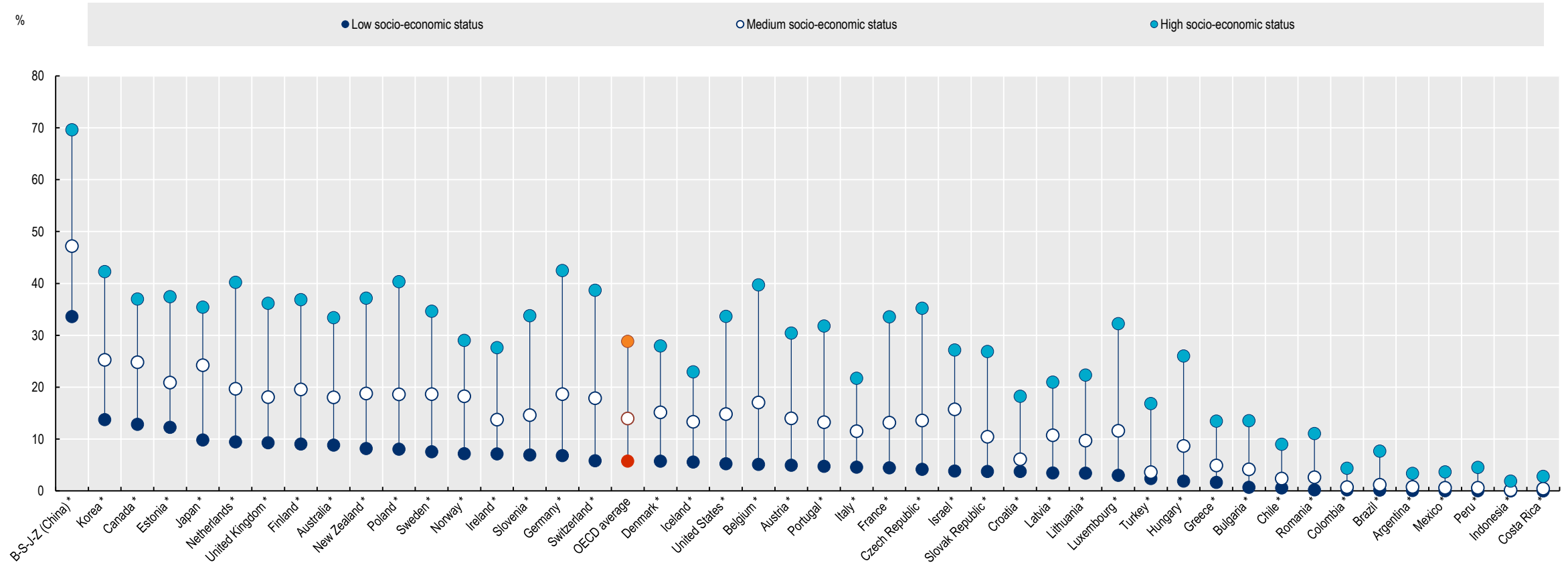
Japan shows far lower share of low/medium ESCS performing poorly at PISA tests

15-year-old students who attained below Level 2 in at least one of the three main PISA test subjects (reading, mathematics and science)



... and a slightly higher share of Low/Medium ESCS in the top performers at PISA tests

15-year-old students who attained Level 5 or 6 in at least one of the three main PISA test subjects (reading, mathematics and science)



No country is a Child Paradise.....

Comparative child well-being outcomes in OECD countries

Indicator area (groups)	Indicator	AUS	AUT	BEL	CAN	CHE	CHL	COL	CRI	CZE	DEU	DNK	ESP	EST	FIN	FRA	GBR	GRC	HUN	IRL	ISL	ISR	ITA	JPN	KOR	LTU	LUX	LVA	MEX	NLD	NOR	NZL	POL	PRT	SVK	SVN	SWE	TUR	USA
A1. Material outcomes	Children experiencing food deprivation																																						
	Children in households experiencing severe housing deprivation																																						
	Children experiencing child-specific material deprivation																																						
	Children who report not having an internet connection at home																																						
A2. Physical health outcomes	Infant mortality rates																																						
	Children who are overweight or obese																																						
	Children who report doing the WHO-recommended daily exercise																																						
	Children who rate their own health as 'fair' or 'poor'																																						
	Children living with limitations in activities due to health problems																																						
A3. Cognitive and educational outcomes	Children around age 10 who are top performers in reading																																						
	Children around age 10 who are top performers in maths and/or science																																						
	Children age 15 who are top performers in reading, maths and/or science																																						
	Children who report having ever repeated a school grade																																						
	Children who expect to complete tertiary education																																						
A4. Social and emotional outcomes	Children who report feeling high support from their family																																						
	Children who express self-efficacy																																						
	Children who express a growth mindset																																						
	Children who report multiple subjective health complaints																																						
	Children who believe their life has meaning and purpose																																						
	Children who report high satisfaction with their life as a whole																																						



Steering **Child Well-being** Policies with **Good Data**



Join us for the virtual launch of the
OECD Child Well-Being Dashboard and
roundtable discussion

5 July 2022

14:00 – 15:10 (CET)

