

**Revised version June 2012**

The following list provides a description of the changes made to the publication since the original version was printed.

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Figure 1.2

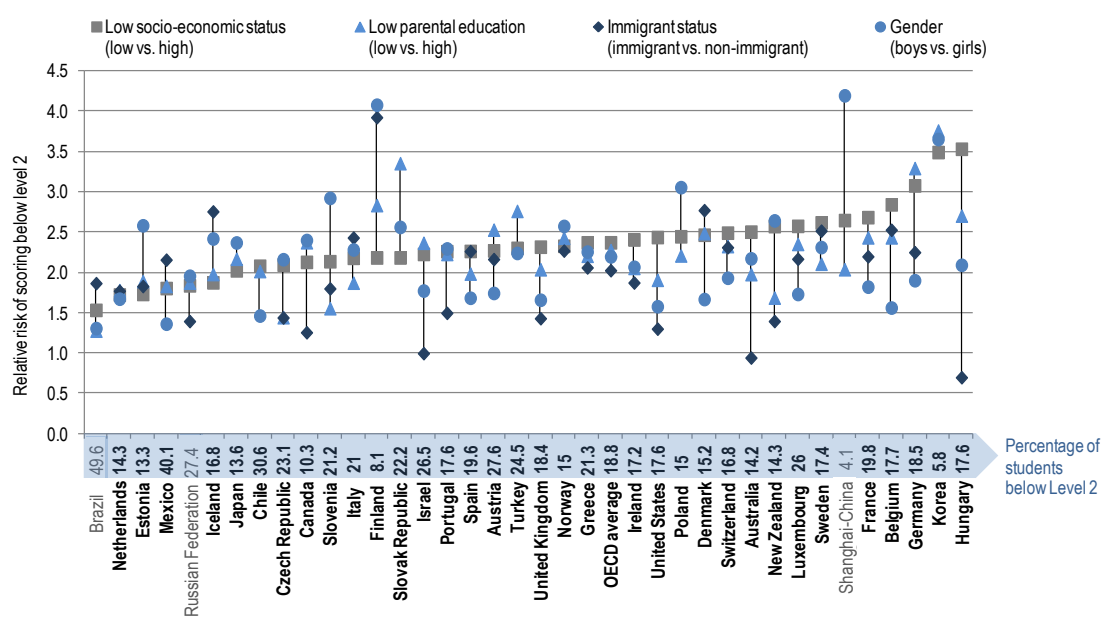
“Russian” should read “Russian Federation”.

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Figure 1.3 should read as follows:

**Figure 1.3. How many students are at risk of low performance?**

PISA scores below Level 2 and relative risk of certain student sub-groups (2009)



*How to read this chart:* This chart shows the impact of personal factors on the risk of low performance. Countries are ranked in descending order of the impact of low socio-economic status and the percentage of students with score below Level 2 is indicated in the country labels. A relative risk of scoring below Level 2 higher than 1 indicates that the factor considered increases the likelihood of scoring below this level, while a risk under 1 points in the opposite direction. For example, in Hungary students with an immigrant background outperform natives and, as seen in the chart, their risk of scoring below level 2 is lower. However, students of low socio-economic status have a 3.5 times higher risk of scoring below level 2 than their peers from high socio-economic status. Non OECD member economies are included for comparison.

Source: OECD (2010a), *PISA 2009 Results: Volume II, Overcoming Social Background: Equity in Learning Opportunities and Outcomes*, OECD, Paris.

See: <http://dx.doi.org/10.1787/888932560854>.

Figure 1.4

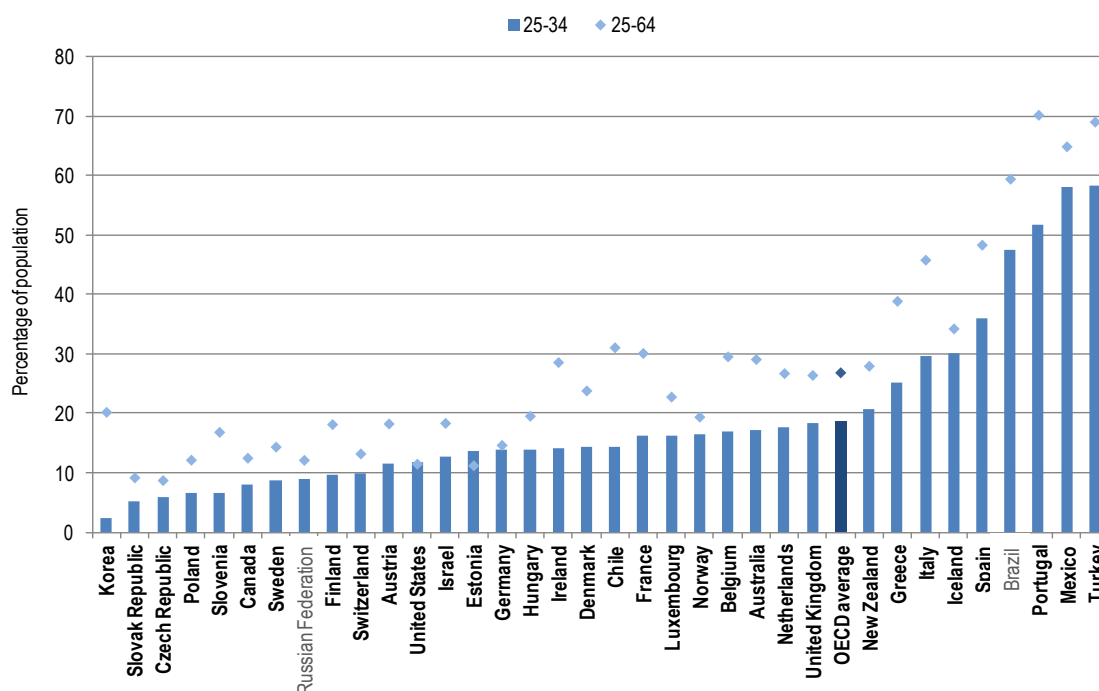
The data for Brazil and the Russian Federation should read as follows:

Brazil: 47% for 25 to 34 year-olds and 59% for 25 to 64 year-olds.

Russian Federation: 9% for 25 to 34 year-olds and 12% for 25 to 64 year-olds.

**Figure 1.4. How many individuals have not attained at least upper secondary education?**

Proportion of 25-34 and 25-64 years-old who have not completed upper secondary education (2009)



*How to read this chart:* The graph shows the percentage of population from 25 to 34 years (bars) or 25 to 64 years (dots) that have not attained at least upper secondary education. For example, in Spain only half of the 25 to 64 year-olds has attained upper secondary education, but younger age groups have significantly higher attainment rates as shown by the 25 to 34 year-olds. Non OECD member economies are included for comparison.

Source: OECD (2011a), *Education at a Glance 2011: OECD Indicators*, OECD, Paris.

See: <http://dx.doi.org/10.1787/888932560873>.

Figure 1.8

“Slovak” should read “Slovak Republic”.

The second note of Figure 2.1 should read:

Cost estimations refer to 2007 or latest available year and represent the total costs of grade repetition for one age cohort. Information on the methodology used, which assumes that the opportunity costs are estimated based on the assumption that repeaters attain around the national average education level, is available at: <http://oecd.org/dataoecd/35/29/48362484.pdf>.

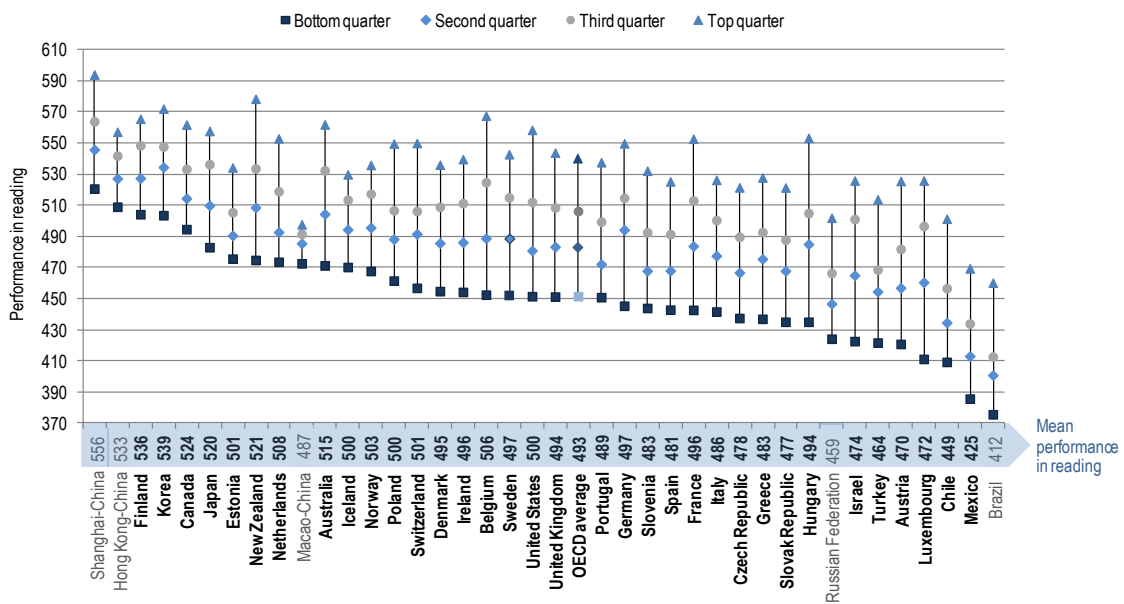
The third paragraph should read:

Another reason for the inappropriate diversion of resources is when local authorities do not receive enough resources overall. A study in the United Kingdom found that local governments divert school funding intended for disadvantaged students to other purposes (Sibieta, Chowdry and Muriel, 2008). And where authorities have differing levels of funding, those with higher fiscal capacity can supplement educational expenditures from their own tax revenues, increasing economic inequalities between jurisdictions (Chetty and Friedman, 2011). For example, in the Czech Republic there are differences in educational expenditures across regions (Strakova, Simonova and Polechova, 2011). As reviewed in recommendation 3 on school choice, progressive voucher schemes allow extra resources for the children and schools that need them the most. The amount can be determined according to the educational needs of the children (See Box 2.7).

Figure 3.1 should read as follows:

**Figure 3.1. Students’ socio-economic background has a strong impact on performance**

Reading performance by quartiles of the PISA Index of Economic, Social and Cultural Status (2009)



*How to read this chart:* This chart shows differences in performance by quartiles of socio-economic background measured by the PISA Index of Economic Social and Cultural Status (ESCS), from the most disadvantaged students (bottom quarter on the ESCS) to the most advantaged ones (top quarter). Countries are ranked in descending order by the mean score of the most disadvantaged students. Country labels indicate the mean performance of all students in brackets. For instance, in New Zealand, disadvantaged students score on average 475 points and advantaged students, 578, while the average national score is 521. Non OECD member economies are included for comparison.

Source: OECD (2010a), *PISA 2009 Results: Overcoming Social Background: Equity in Learning Opportunities and Outcomes (Volume II)*, OECD, Paris.

See: <http://dx.doi.org/10.1787/888932561082>

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“Montserrat Grañeras Pastrana” should also be listed as a national coordinator for Spain as “Head of Research of IFIE (Instituto de Formación del Profesorado, Investigación e Innovación Educativa), Ministry of Education”.