



PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA)

EQUITY IN EDUCATION: BREAKING DOWN BARRIERS TO SOCIAL MOBILITY

GERMANY

- **Equity in education** means that schools and education systems provide equal learning opportunities to all students. Equity does not mean that all students obtain equal education outcomes, but rather that differences in students' outcomes, such as academic performance, social and emotional well-being, and post-secondary educational attainment, do not depend on their socio-economic background.
- **Social mobility** refers to a change in the socio-economic status of individuals between their childhood (when this status is largely determined by their parents' background) and their adult life. Upward social mobility occurs when students born into socio-economically disadvantaged families end up, as adults, in positions of higher status than those of their parents (e.g. skilled occupations).
- This report identifies some **education policies and practices that promote educational equity and social mobility**. Given the increase in income inequality in recent years, improving equity in education is even more urgent today than in previous decades. Improving equity in education is essential for easing social mobility.

Key findings

- In Germany, social background is more closely linked to success at school than it is in many other countries. About 16% of the variation in students' science performance in PISA 2015 was accounted for by differences in students' socio-economic status (OECD average: 13%; among OECD countries with above-average performance the relationship is weakest in Estonia and Norway [8%]). However, between 2006 and 2015, equity in science performance improved in Germany (on average across OECD countries, equity in science performance improved at a lower rate than in Germany during this period; Figure 1.1). Improvements in equity were also observed in the other two main subjects PISA assesses (in reading between 2000 and 2015, and in mathematics between 2003 and 2015).
- The mean science score in PISA 2015 among socio-economically disadvantaged students in Germany was 466 points, while among socio-economically advantaged students it was 569 points. This gap of 103 points is larger than that observed in many other countries (OECD average gap: 88 points; the gap is only 69 points in Estonia) and represents the equivalent of almost three-and-a-half years of schooling (Table 3.1).
- Some 46% of disadvantaged students in Germany attend disadvantaged schools, i.e. schools where other students tend to be disadvantaged as well (OECD: 48%; in Finland, only 40% of disadvantaged students attend such schools). However, where disadvantaged students attend advantaged schools, they score 122 points higher, or the equivalent of four years of school, than those attending disadvantaged schools (OECD average: 78 points higher; among OECD countries with above-average performance, no performance difference is observed between the two groups of students in Finland, Norway and Poland; Figure 1.1).
- In Germany, 10% of disadvantaged students are “nationally resilient”, meaning that they score in the top quarter of science performance in Germany (OECD average: 11%; 14% in Estonia and Finland). Some 32% of disadvantaged students in Germany are “core-skills resilient”, meaning that they score at PISA proficiency Level 3 or above in science, reading and mathematics (OECD average: 25%; 42% in Estonia, 41% in Japan, and 40% in Canada and Finland; Figure 1.1).
- Some 36% of disadvantaged students in Germany are “socially and emotionally resilient”, meaning that they are satisfied with their life, feel socially integrated at school and do not suffer from test anxiety (OECD average: 26%; 50% in the Netherlands, 43% in Switzerland and 39% in Finland; Figure 1.2). Disadvantaged students in Germany who are academically resilient are also more likely to be socially and emotionally resilient (Figure 3.11).
- In Germany, 24% of adults (age 26 to 65) attained a higher level of education than their parents (PIAAC average: 41%; 57% in Korea and 55% in Finland; Figure 1.3). However, only 15% of adults with parents who did not complete upper secondary education completed tertiary education (PIAAC average: 21%), as opposed to 58% of adults with tertiary-educated parents (PIAAC average: 67%; Table 2.22).
- In Germany, adults with tertiary-educated parents were 8 times more likely to complete tertiary education than adults with low-educated parents (OECD average: 11 times more likely; only 3 times more likely in New Zealand and 4 times more likely in Canada, Estonia, Finland and Sweden; Figure 1.3).

What the results imply for policy

- Policies and practices aimed at providing more equal education opportunities for all children can be implemented at the classroom, school and education-system levels. Countries need to consider creating and strengthening policies and programmes that support disadvantaged students. For example, countries can promote greater access to early childhood education and care, particularly among disadvantaged families, as these programmes both provide more equitable learning environments and help children acquire essential social and emotional skills.
- Countries can also set ambitious goals for and monitor the progress of disadvantaged students, target additional resources towards disadvantaged students and schools, and reduce the concentration of disadvantaged students in particular schools. They can also develop teachers' capacity to identify students' needs and manage diverse classrooms, promote better communication between parents and teachers, and encourage parents to be more involved in their child's education. Teachers and schools can foster students' well-being and create a positive learning environment for all students by emphasising the importance of persistence, investing effort and using appropriate learning strategies, and by encouraging students to support each other, such as through peer-mentoring programmes.

To learn more, see...

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