

PISA 2009 Results: Overcoming Social Background: Equity in Learning Opportunities and Outcomes (Volume II)

DOI: <http://dx.doi.org/10.1787/9789264091504-en>

ISBN 978-92-64-09146-7 (print)

ISBN 978-92-64-09150-4 (PDF)

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Corrigenda

In each volume’s figure entitled “A map of PISA countries and economies”, Moldova should be included in the list of “Partner countries and economies in PISA 2009”, Mauritius should have an asterisk after it, and the Dominican Republic should be removed from the list of “Partner countries in previous surveys”.

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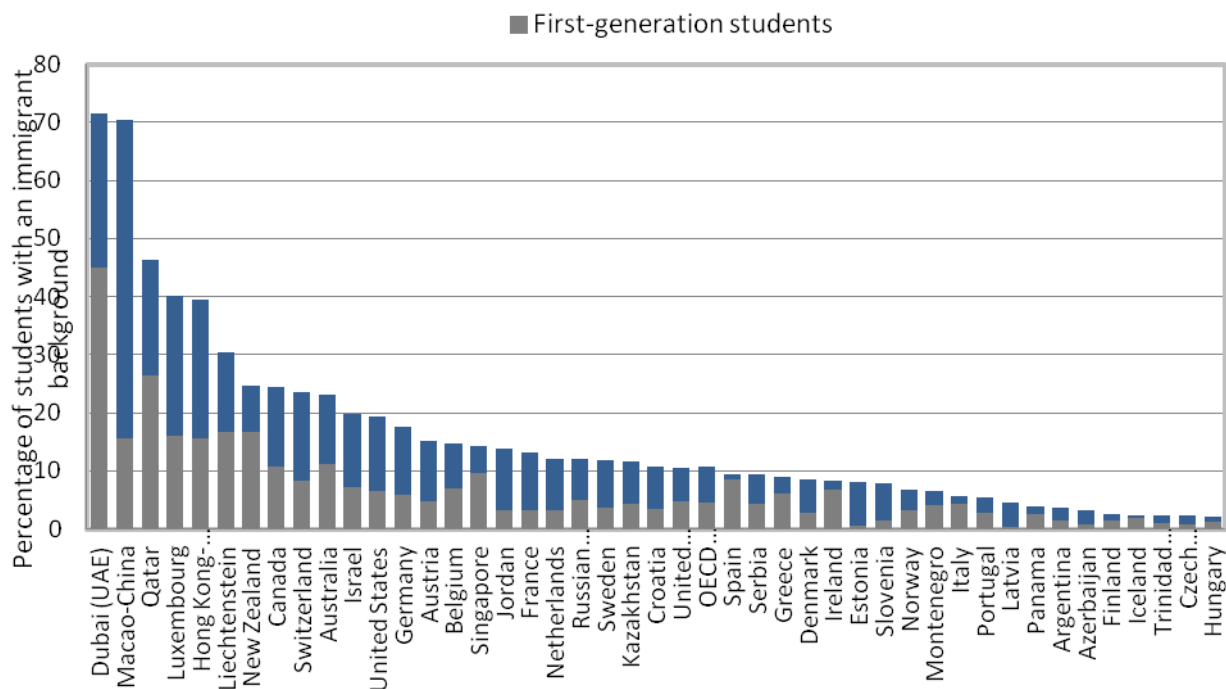
In paragraph 1, line 3 should read:

...traced to differences between countries and among schools and students...

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Figure II.4.1

The position of countries and values have changed for Israel, the United States and Australia. Values have changed for the OECD average.



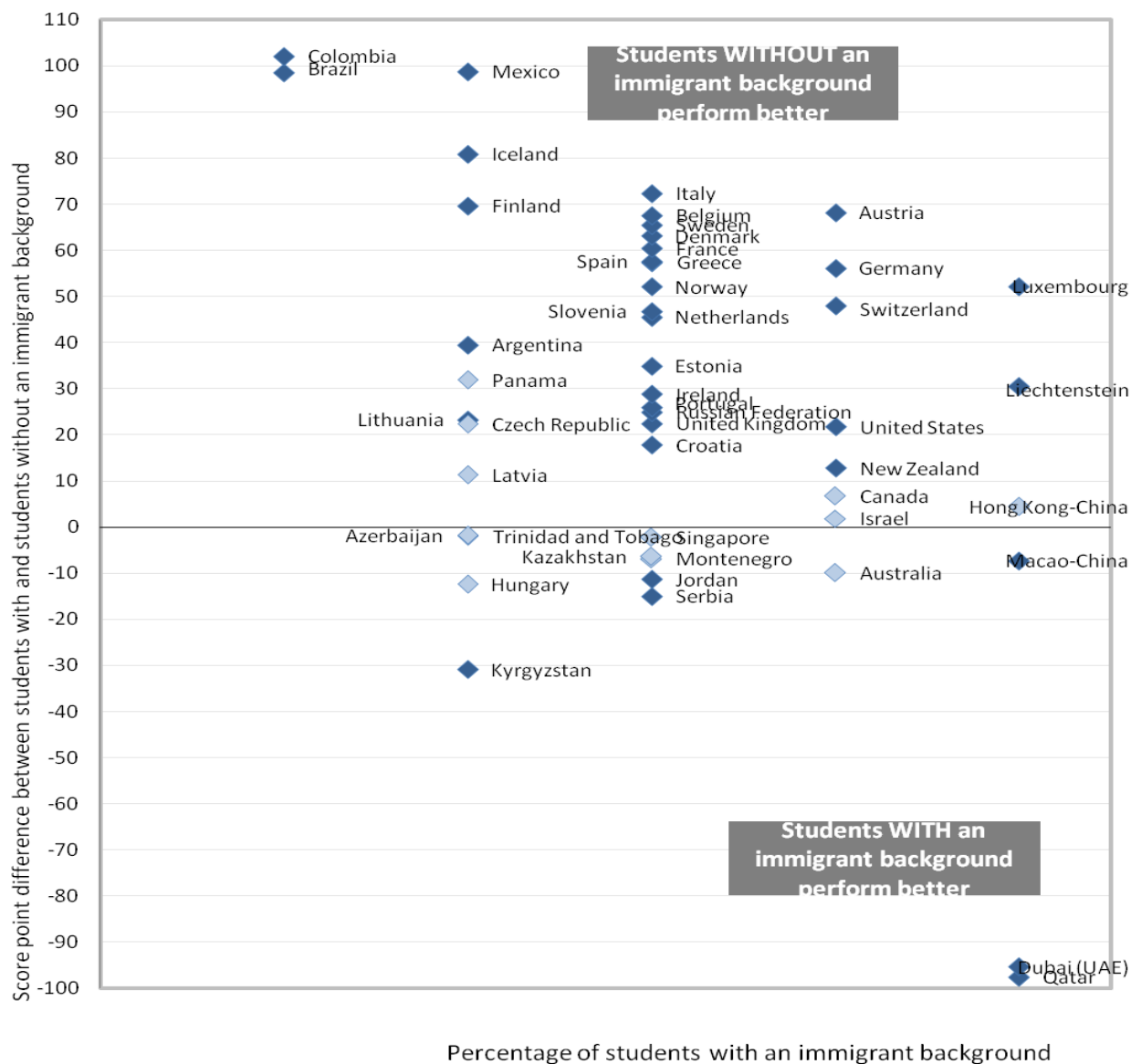
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Figure II.4.3

Due to switched country labels, the value for the Czech Republic is NOT significant, but the value for Lithuania is significant.

Changes for Australia (-9 score points and not any more significant), Serbia (-1), Austria (+1), Spain (+2).

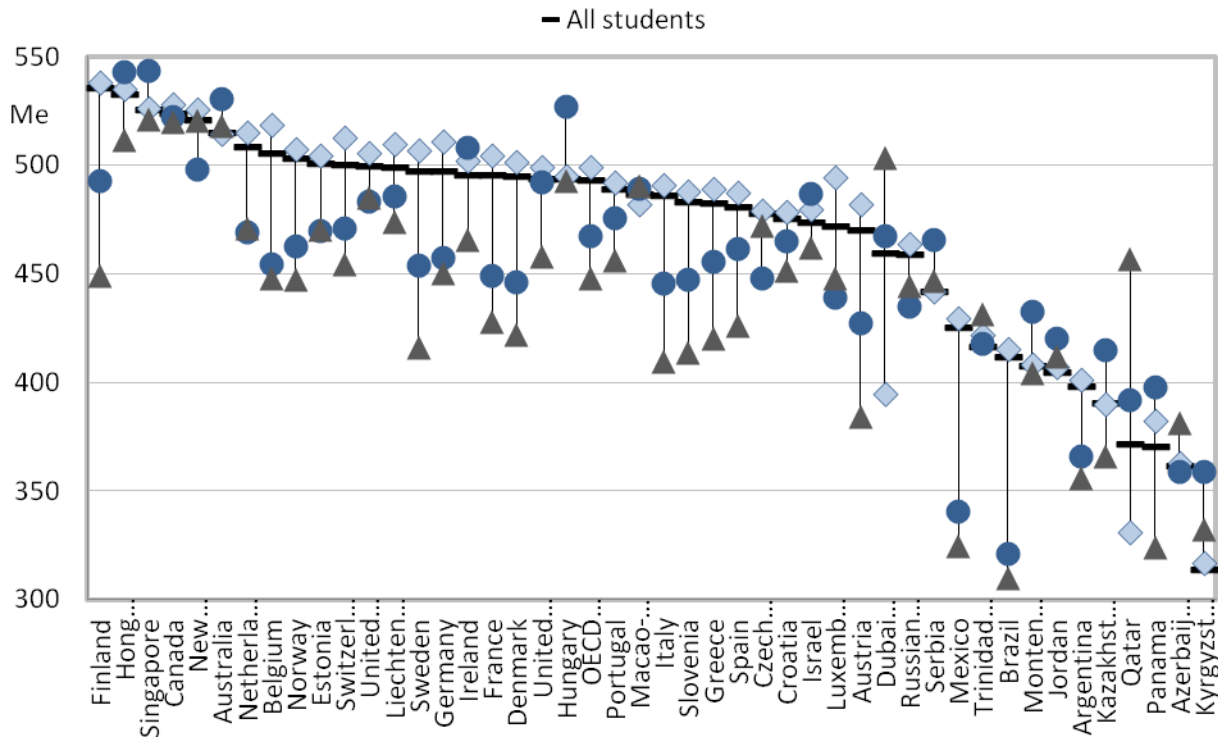
Qatar and Dubai (UAE) are missing from the figure. The difference in reading performance between immigrant and native students favours immigrant students by 97 score points in Qatar and 95 in Dubai (UAE). The corrected image should be presented as follows:



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Figure II.4.4

Changes for Australia, Belgium, France, OECD average, Spain, Austria and Serbia.



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Paragraph 2 should read: ...in Australia, second-generation students, who account for **12%** of the student population, outperform students without an immigrant background by **16** score points.

Figure II.4.5

Changes for Serbia, Austria, Australia and Spain. The difference for Australia is not any more significant.

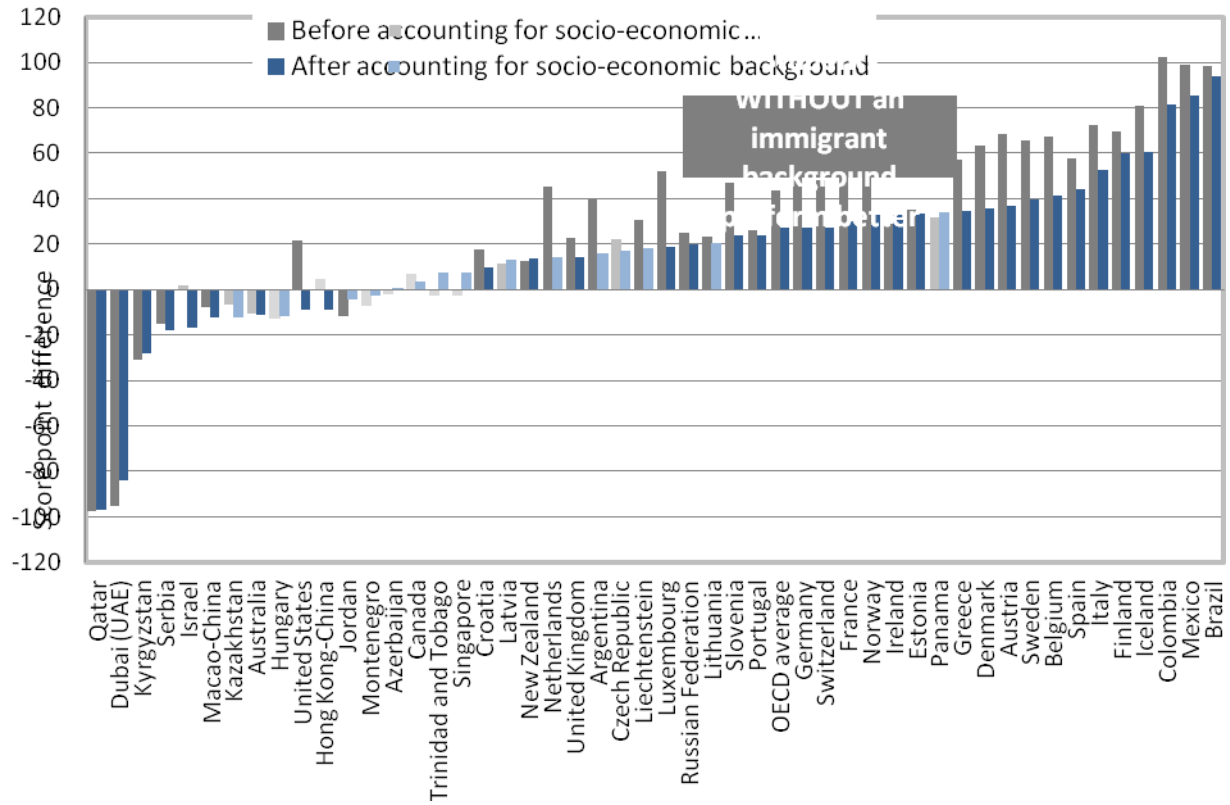
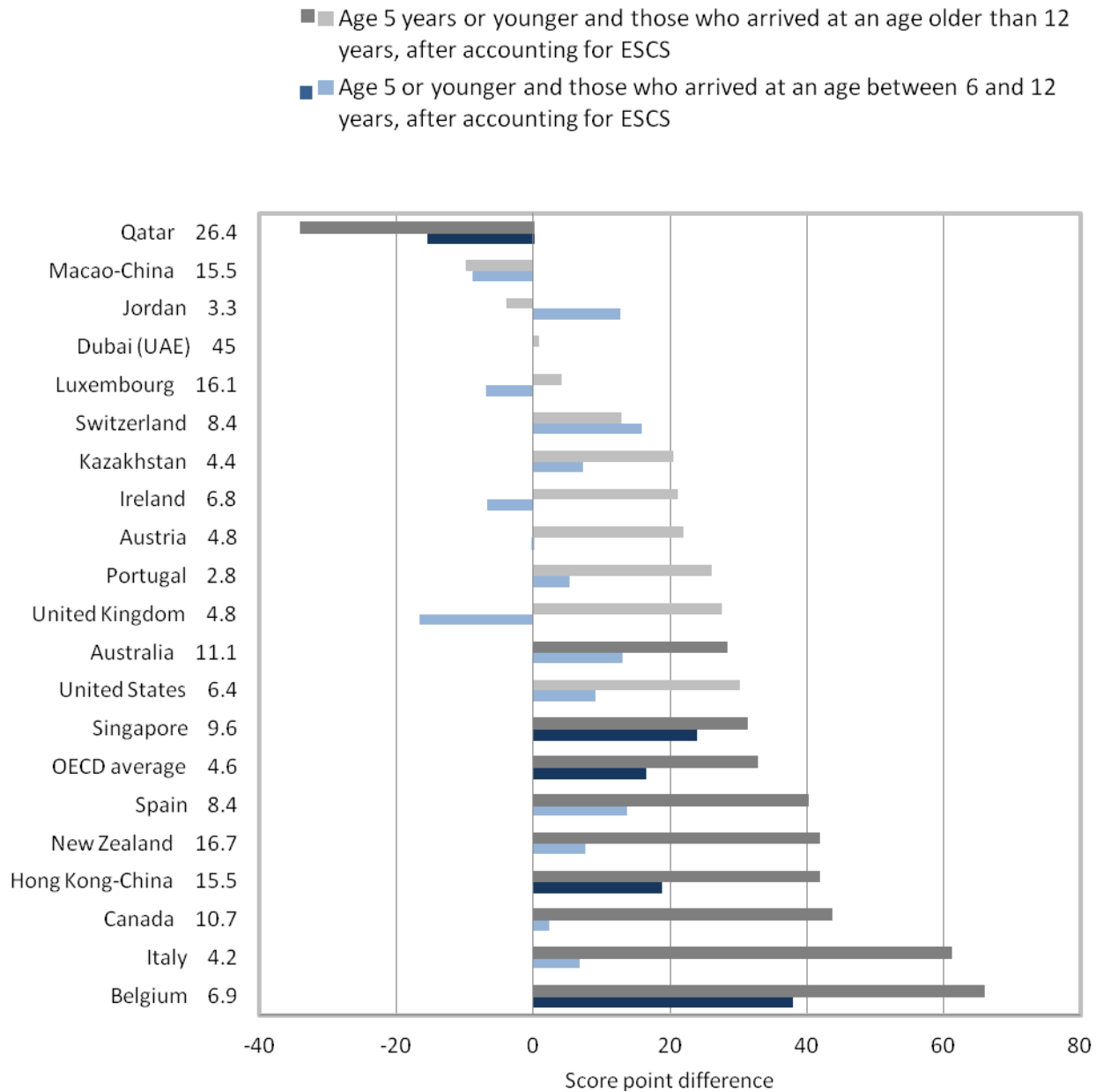


Figure II.4.8

Changes for whole figure (order of countries, significance & length of the bars) due to recalculation of Source table II.4.3.



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The second paragraph should read:

Figure II.4.8 shows that, in general, first-generation students who arrived in the host country at a younger age outperform those who arrived when they were older. On average across OECD countries, first-generation students who arrived when they were 5-years-old or younger score **33** points higher than first-generation students that arrived after they were 12-years-old. The size of the gaps, however, varies considerably across countries and across groups. For example, after accounting for socio-economic background in Italy and Belgium, the gap between those who arrived when they were 5 or younger and those who arrived when they were older than 12 is greater than **60** score points, while the gap between those who arrived when they were 5 or younger and those who arrived when they were between six and 12 years of age is **38** score points in Belgium and **7** score points in Italy. This suggests that where the education system of the host country had a longer opportunity to shape the learning outcomes of immigrant students, it was able to improve student performance. In contrast, there is no gap between those who arrived when they were younger than five and those who arrived when they were older than 12 in the OECD countries the United States, **the United Kingdom**, Portugal, Austria, **Ireland, Switzerland and Luxembourg** after accounting for socio-economic background (Table II.4.3).

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Note 5 should read:

Figure II.5.2 and II.5.3 depict the inter-percentile range between the **25th** and **75th** percentiles.

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Figure II.B [Part 1/2]

The header in column 2 should read:

Percentage of students below proficiency Level **2** in reading

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In paragraph 2, line 2 should read:

OECD countries and partner countries and economies not used as examples in previous **figures**.

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Table II.4.1

Recalculation of this table due to different treatment of missing values. **Values have changed for many countries, notably Australia, Austria, Belgium, Hungary, France, Iceland, Japan, Spain, Serbia and OECD average.**

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Table II.4.3 [Part 1/2]

Under the heading “Pisa index of economic, social and cultural status (ESCS)” in columns 3, 6 and 9, “Mean score” should be replaced with “Mean **index**”.

Data for this table have **changed for several countries** due to complete recalculation.

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Table II.4.5

Under the heading “Host country”, Switzerland should only have one entry. The second row with **Turkey** under the “Country of origin” should be integrated into the line above.

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Table S.II.i

The data in the last column (Index of academic inclusion) have been modified as follows:

Country	Corrected
Belgium (Flemish Community)	43.8
Spain (Andalusia)	82.0
Spain (Aragon)	89.4
Spain (Asturias)	84.9
Spain (Balearic Islands)	85.1
Spain (Basque Country)	71.4
Spain (Canary Islands)	75.8
Spain (Cantabria)	87.5
Spain (Castile and Leon)	81.7
Spain (Catalonia)	82.2
Spain (Ceuta and Melilla)	56.8
Spain (Galicia)	87.1
Spain (La Rioja)	81.3
Spain (Madrid)	75.4
Spain (Murcia)	82.2
Spain (Navarre)	83.5
United Kingdom (Scotland)	82.6
Belgium (French Community)	48.1

Belgium (German-Speaking Community)	57.2
Finland (Finnish Speaking)	91.8
Finland (Swedish Speaking)	93.5
Italy (Provincia Abruzzo)	52.9
Italy (Provincia Autonoma of Bolzano)	44.7
Italy (Provincia Basilicata)	51.1
Italy (Provincia Calabria)	45.8
Italy (Provincia Campania)	56.8
Italy (Provincia Emilia Romagna)	46.4
Italy (Provincia Friuli Venezia Giulia)	42.8
Italy (Provincia Lazio)	45.5
Italy (Provincia Liguria)	50.4
Italy (Provincia Lombardia)	40.0
Italy (Provincia Marche)	47.2
Italy (Provincia Molise)	52.6
Italy (Provincia Piemonte)	49.2
Italy (Provincia Puglia)	48.6
Italy (Provincia Sardegna)	51.9
Italy (Provincia Sicilia)	45.5
Italy (Provincia Toscana)	48.5
Italy (Provincia Trento)	37.5
Italy (Provincia Umbria)	48.3
Italy (Provincia Valle d'Aosta)	46.3
Italy (Provincia Veneto)	50.8
United Kingdom (England)	70.4
United Kingdom (Northern Ireland)	51.4
United Kingdom (Wales)	85.8