

# Is the class half empty? A population-based perspective on socioeconomic status and educational outcomes <sup>[1]</sup>

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## AVAILABILITY

Report in pdf <sup>[2]</sup>

### Excerpts from the report:

Our research has centred on school achievement, but the focus of policies aimed at changing the trajectories of disadvantaged children should not be limited to the school system. Our analyses and work elsewhere reveal that, while the vast majority of children at every socioeconomic level show remarkable similarities at birth, inequalities in achievement are evident early in childhood, prior to school entry. Children who are already behind their peers when they begin school will likely fall further behind; engaging them in the educational process may be difficult. This makes it imperative for governments to provide effective early childhood programs (starting in the first few years of life) to improve the experiences of children at risk.

**Region:** Canada <sup>[3]</sup>

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#### Links

[1] <https://childcarecanada.org/documents/research-policy-practice/06/11/class-half-empty-population-based-perspective-socioeconomic> <sup>[2]</sup>

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