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Equity in school education

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Equity in schooling is one of the priority areas for European cooperation in education. Equity refers to the attainment of educational achievements and qualifications, irrespective of the learner's socioeconomic, cultural, racial or other background.

Eurydice collects data from the authorities of 38 European education systems, to construct system-level indicators reflecting the conditions conducive to equity in primary and secondary education (ISCED 1, 24 and 34).

These indicators support the analysis in the [Education and Training Monitor](#), which is the European Commission's annual report on EU education and training systems.



[Open data](#)

Grade repetition

Segregation

Tracking

Ability grouping

Previous indicators

Grade repetition

Grade repetition is typically meant for students who did not perform well enough (e.g., because of underperformance or prolonged absence from school) to progress to the next grade. The standard rationale behind grade repetition is simple. Grade repetition gives the student a 'second chance'. It allows them more time to reach the learning objectives of the grade thus giving them an opportunity to narrow their learning gaps. This, in turn, should eventually enable them to follow the material taught in the higher grades.

However, opponents of grade repetition argue that repetition on its own, without additional help towards the student, is ineffective or counterproductive. In short, the counterargument is that without learning support tailored to the needs of the student, grade repetition merely offers 'one of the same' enhancing students' boredom instead of performance. Furthermore, grade repetition removes the student from their cohort thus increasing the risk of social alienation.

Indicator 1 demonstrates which education systems allow grade repetition in all grades, in some grades or not at all (i.e. grade progression is automatic). Finally, the indicator also shows in which education system school autonomy applies.