EDUCATION & SKILLS

PISA 2022

The global yardstick for educational success

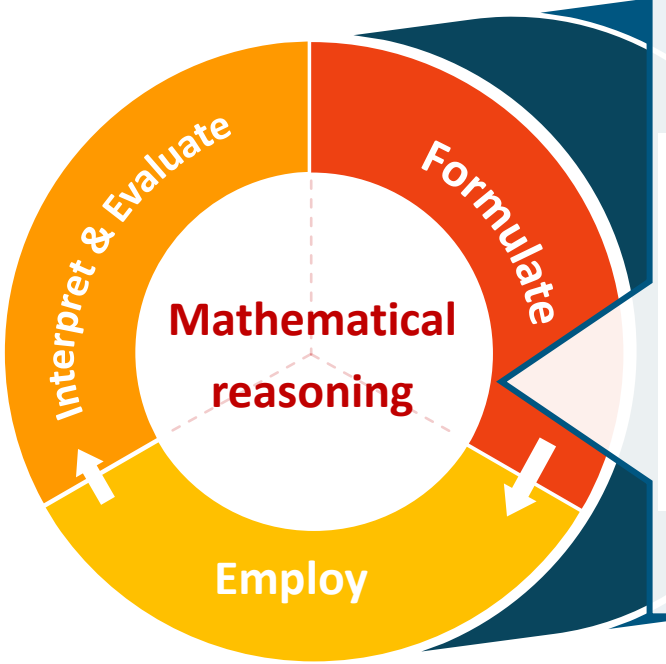
PISA participants

Around 690,000 15-year-old students in 81 countries and economies took PISA 2022

PISA Newcomers: El Salvador, Jamaica, Mongolia, the Palestinian Authority and Uzbekistan

Contexts

- Personal
- Occupational
- Societal
- Scientific



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Space and shape: **patterns; properties of objects; spatial visualisations; positions and orientations; representations of objects; decoding and encoding of visual information;**

	Target percentage	Trend items (n=74)	New items (n=160)	Total (n=234)
Reasoning	25%	39%	16%	23%
Formulate	25%	15%	23%	21%
Employ	25%	32%	32%	32%
Interpret	25%	14%	29%	24%
Total	100%	100%	100%	100%

21st Century Skills

- critical thinking;
- creativity;
- research and inquiry;
- self-direction, initiative and persistence;
- information use;
- systems thinking;
- communication; and
- reflection

PISA
Sample test
questions

PISA 2022

The state of global education

Mathematics (PISA)

Student performance

580 570 560 550 540 530 520 510 500 490 480 470 460 450 440 430 420 410 400 390 380 370 360 350 340 330

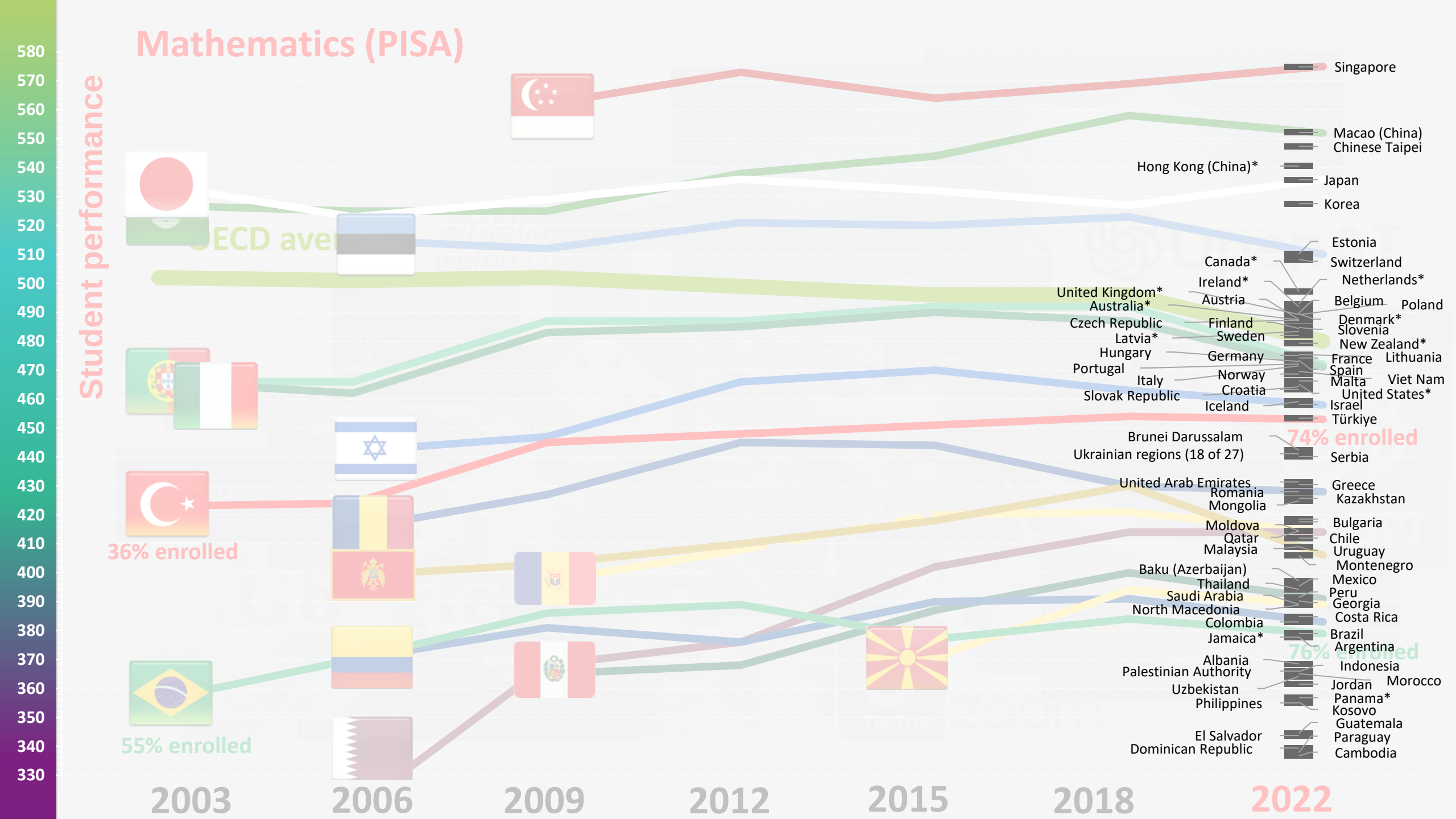
OECD average

Average math performance dropped by almost 15 score points since 2018 across the OECD

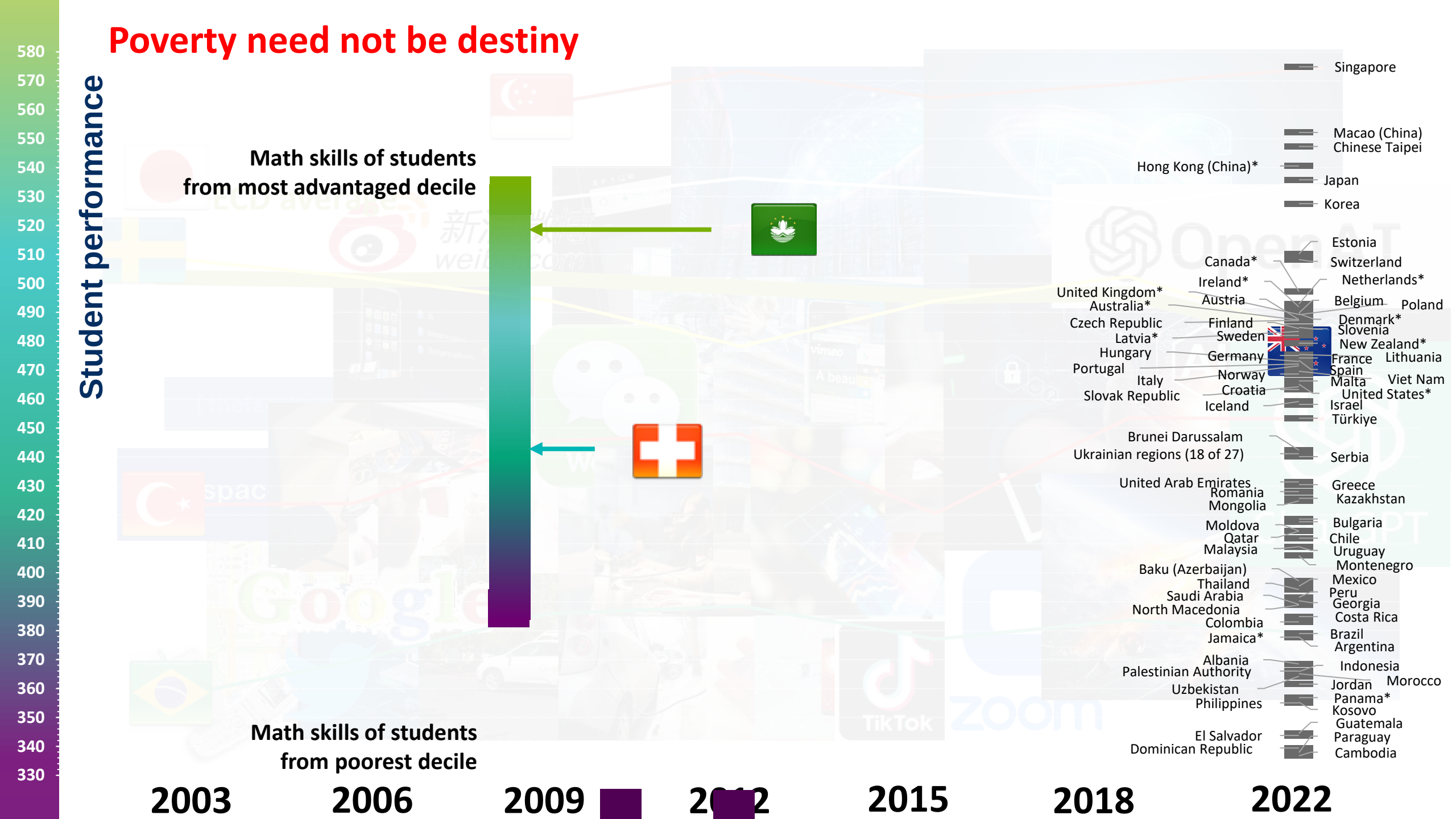
Previous changes in OECD average never exceeded four score points in mathematics

2003 2006 2009 2012 2015 2018 2022

Mathematics (PISA)

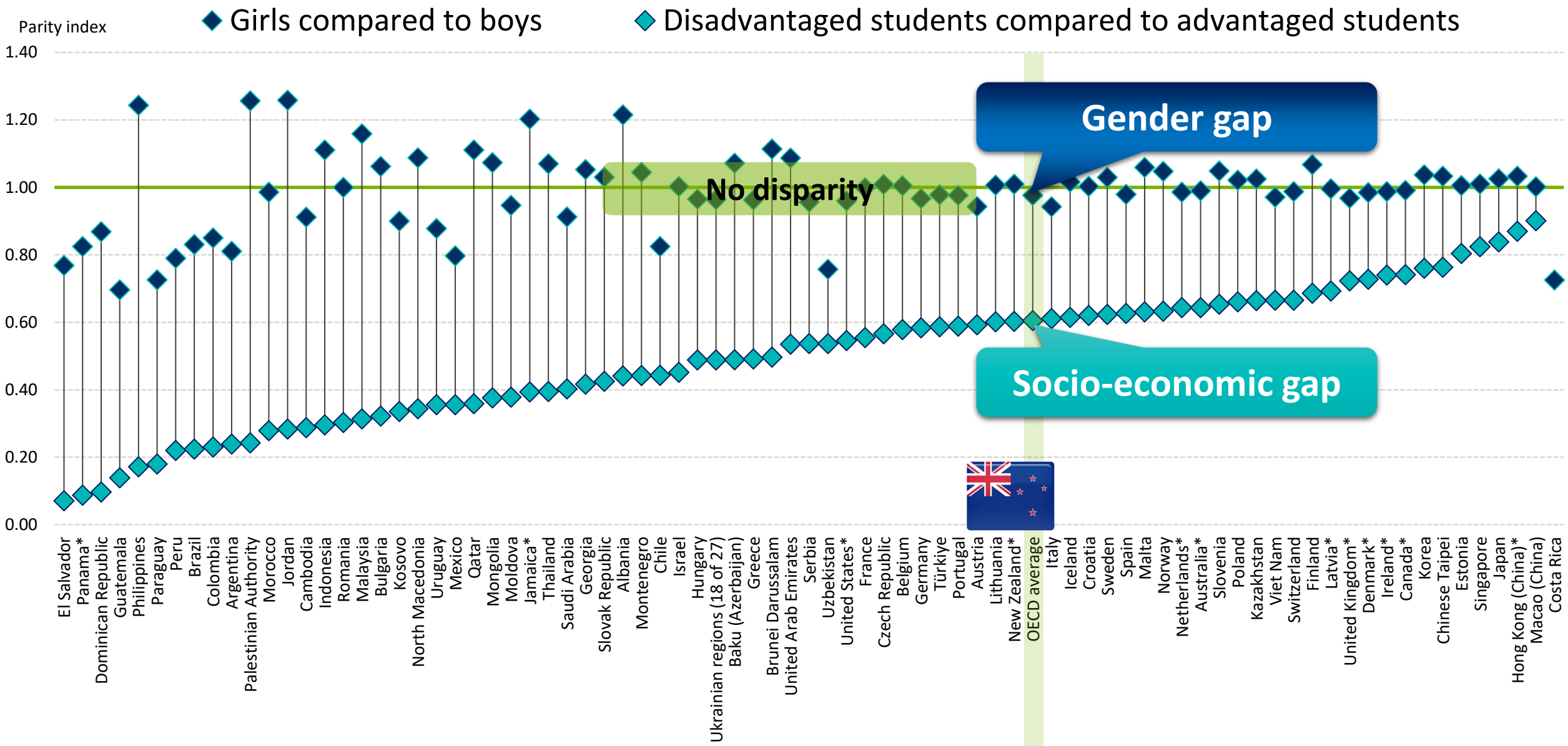


Poverty need not be destiny



Disparities in minimum achievement in mathematics (parity index), by gender and socio-economic background

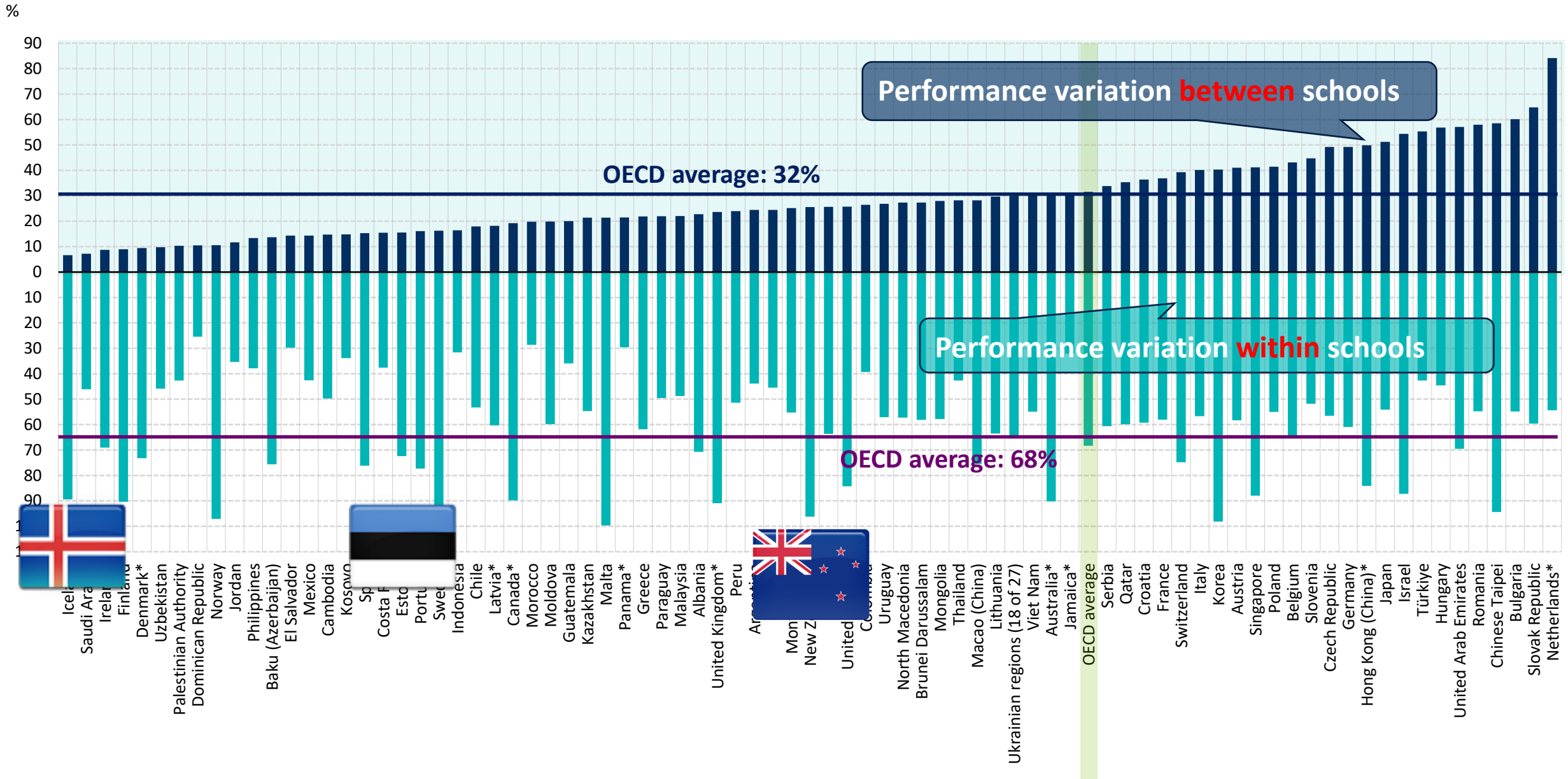
Figure I.3.7

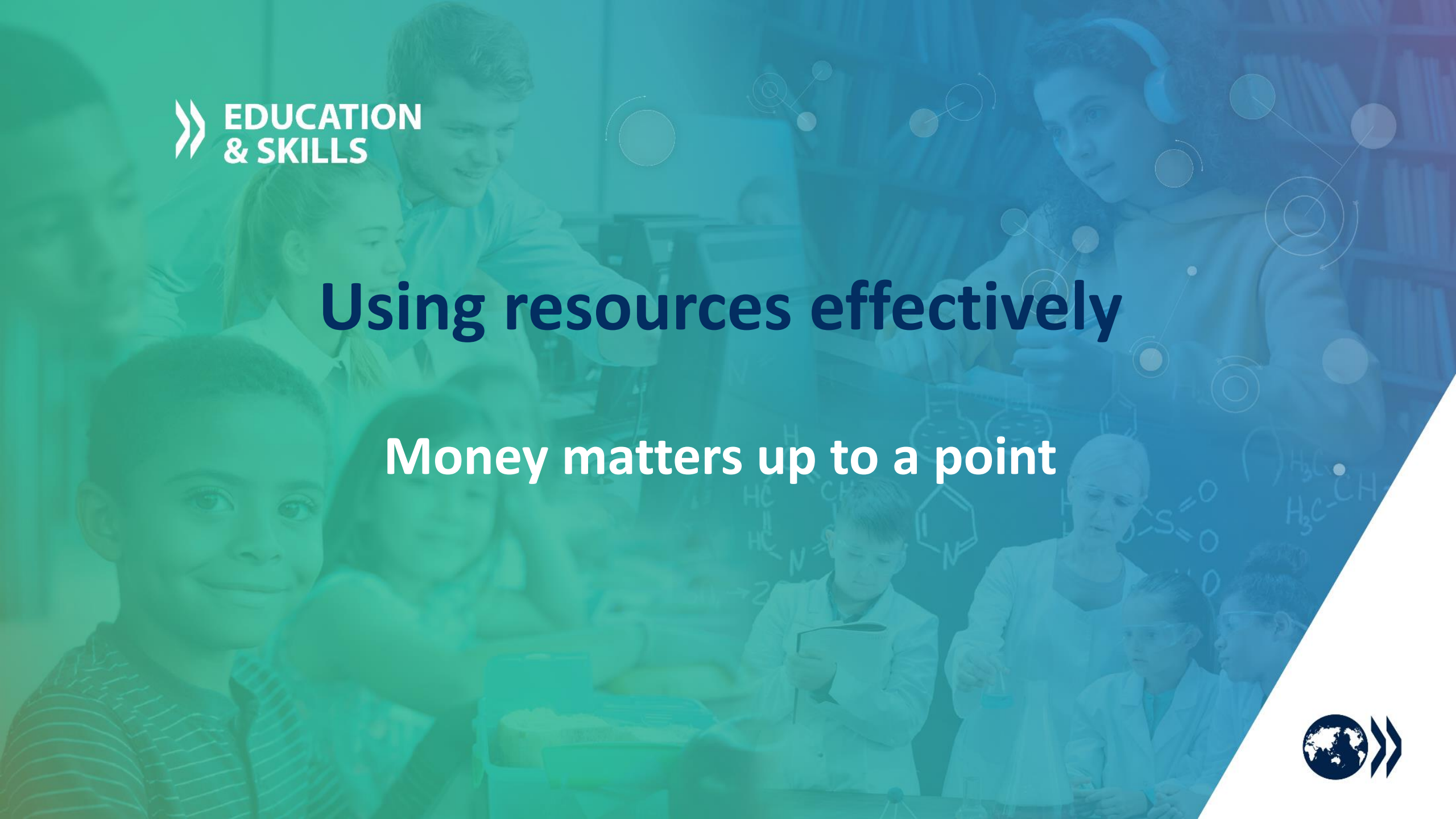


Can the closest school be the best school?

Variation in mathematics performance between and within schools

Figure I.2.6



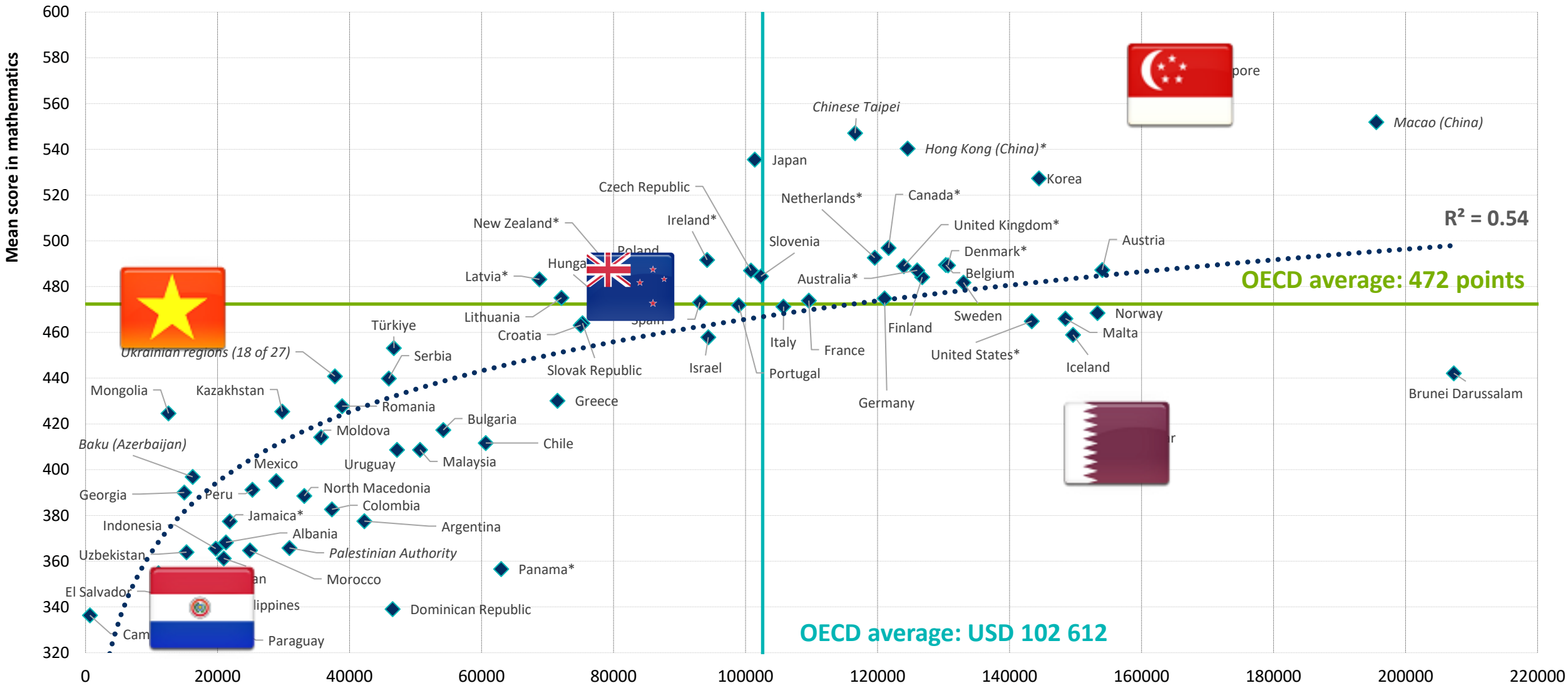


Using resources effectively

Money matters up to a point

Money is necessary but not sufficient

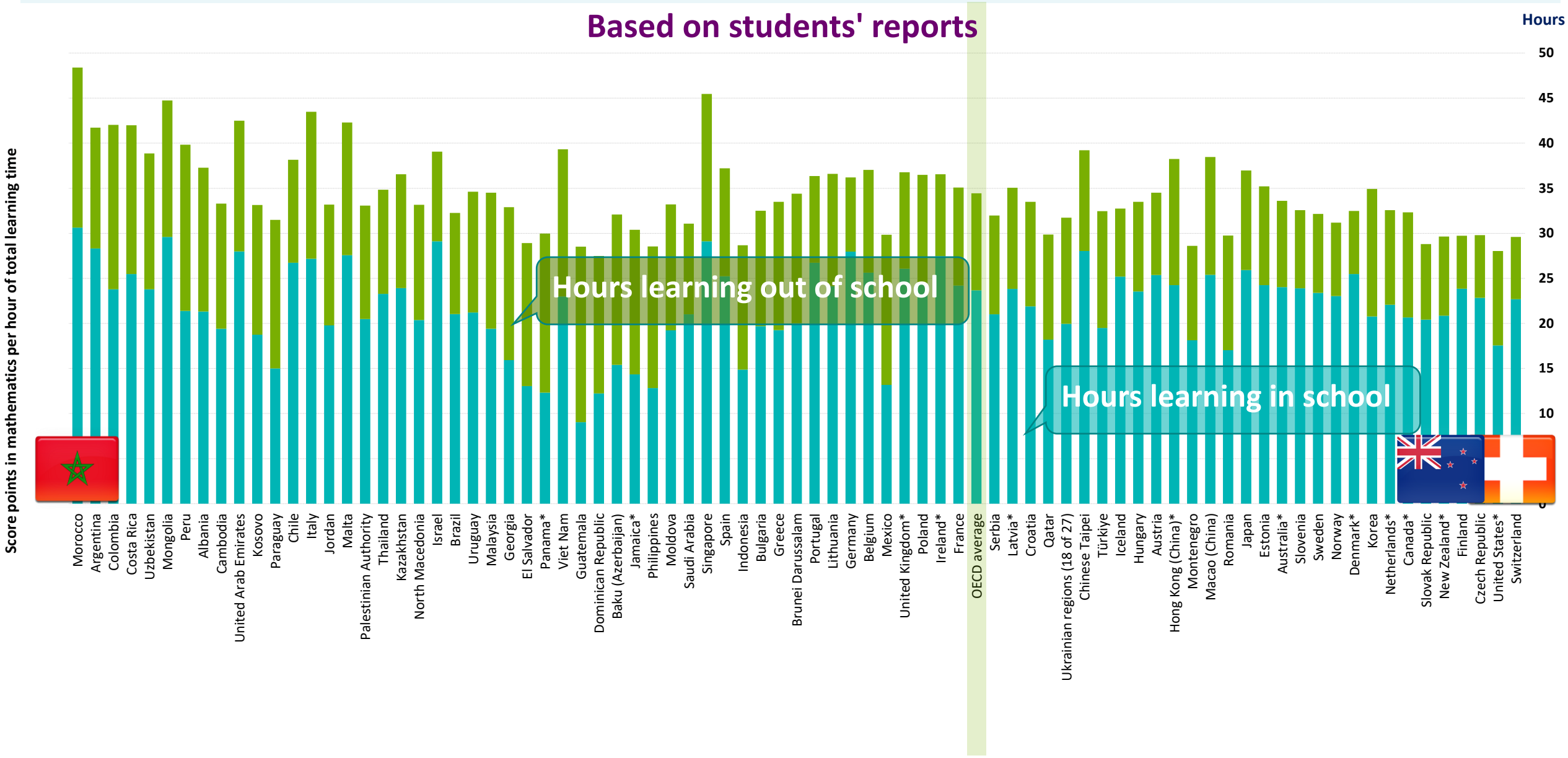
Figure I.4.15



Cumulative expenditure per student over the theoretical duration of studies (in US Dollars, ppp)

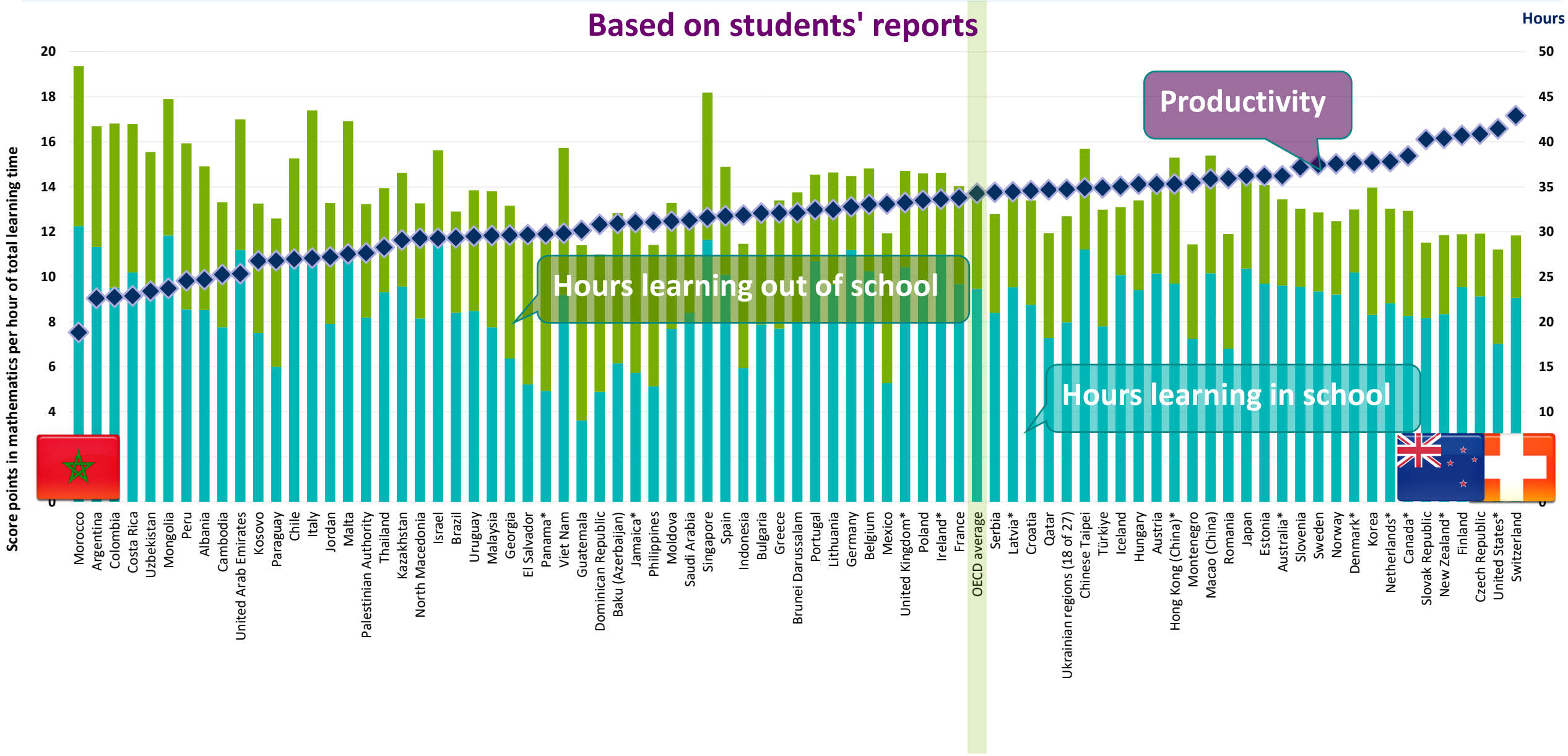
Learning time ≠ learning outcomes

Figure II.5.11



Learning time ≠ learning outcomes

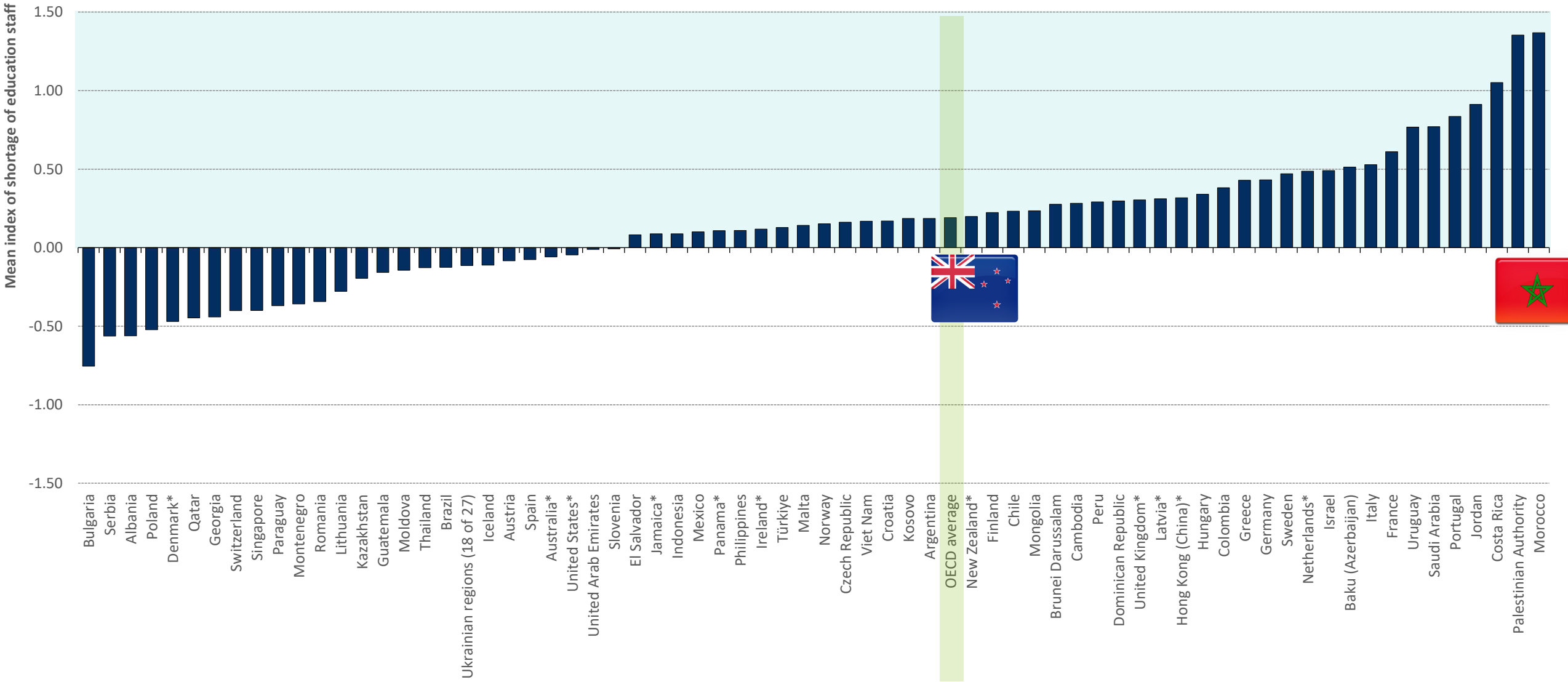
Figure II.5.11



Shortage of education staff

Figure II.5.4

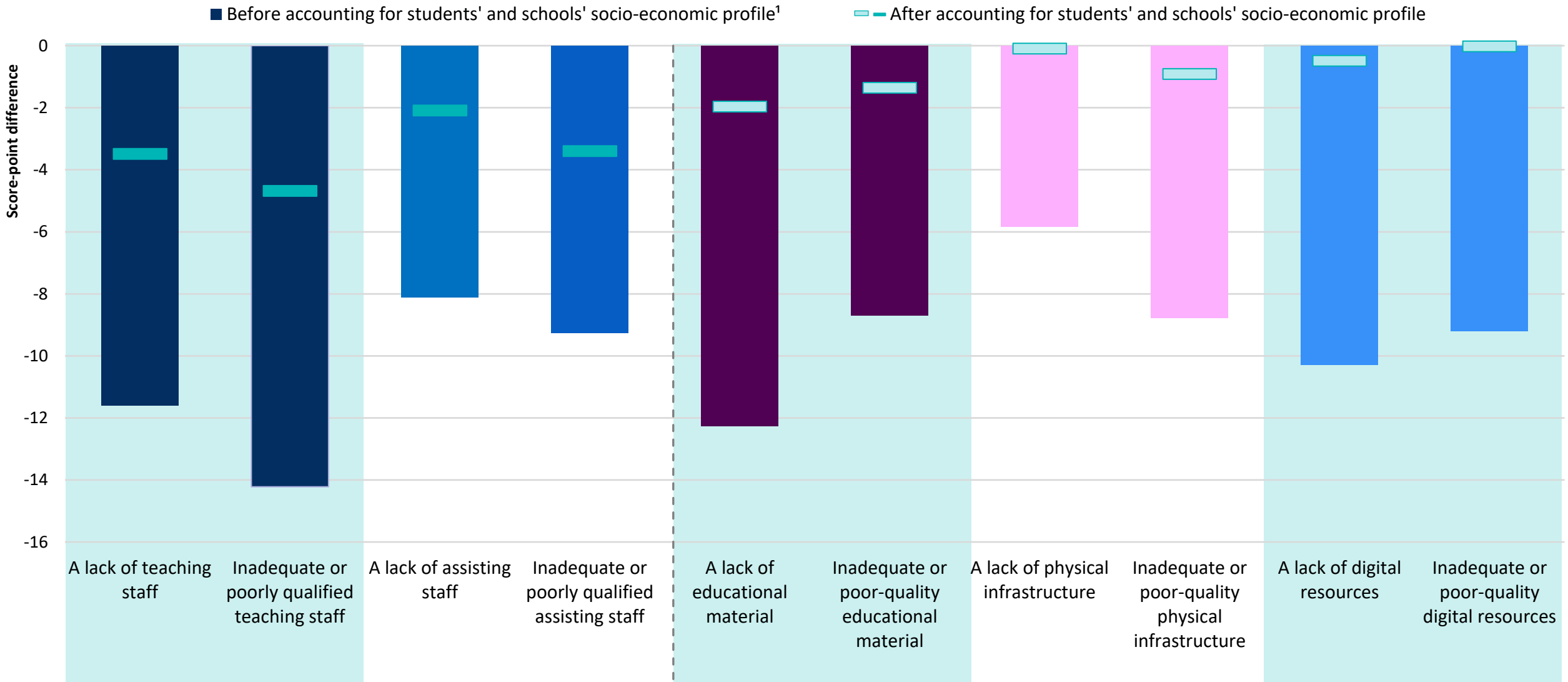
Based on principals' reports



Shortage of education staff and material resources, and mathematics performance

Figure II.5.6

Change in mathematics performance associated with principals reporting that the school's capacity to provide instruction is hindered to some extent or a lot by the following; OECD average



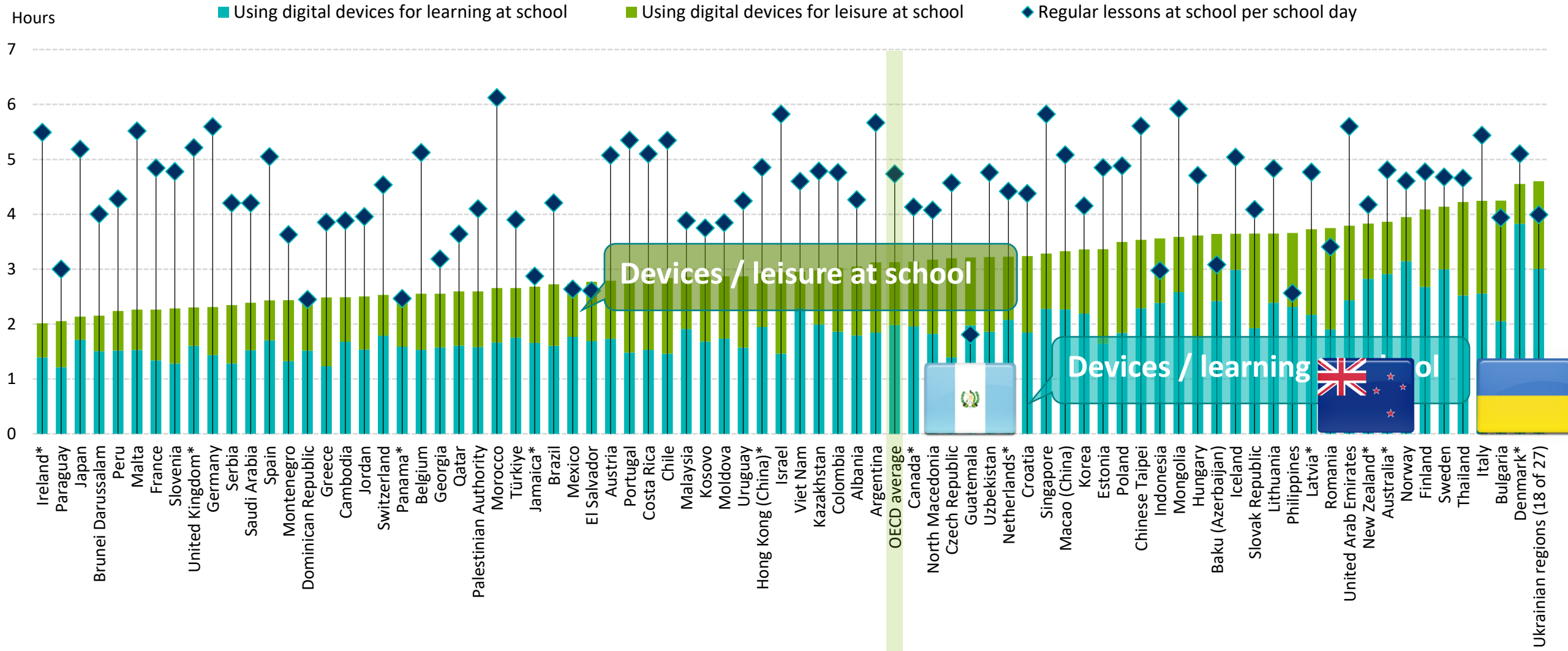
Revolutionising learning?

Unlocking the potential of the digital world

Time spent at school in regular lessons and on digital devices

Figure II.5.15

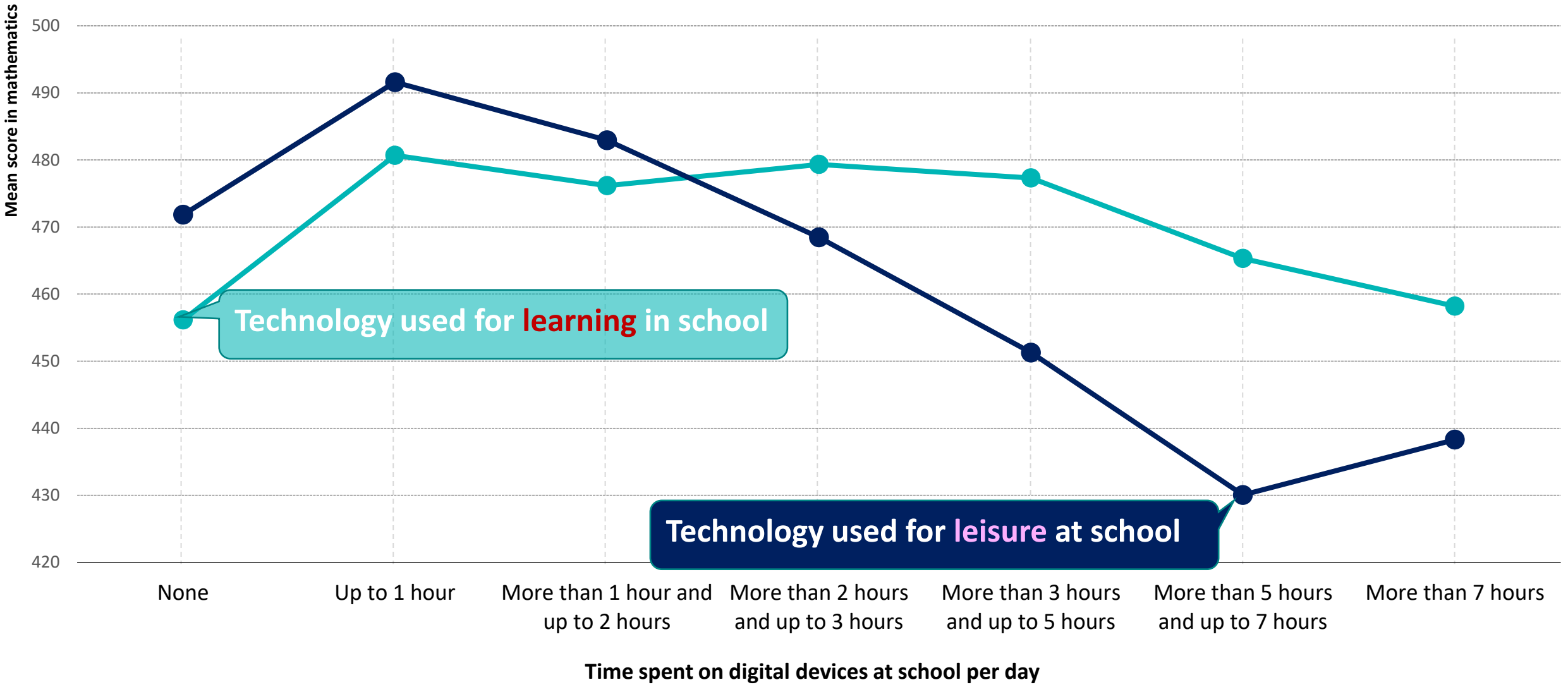
Time spent per day by students (in hours)



Time spent on digital devices at school and mathematics performance

Figure II.5.14

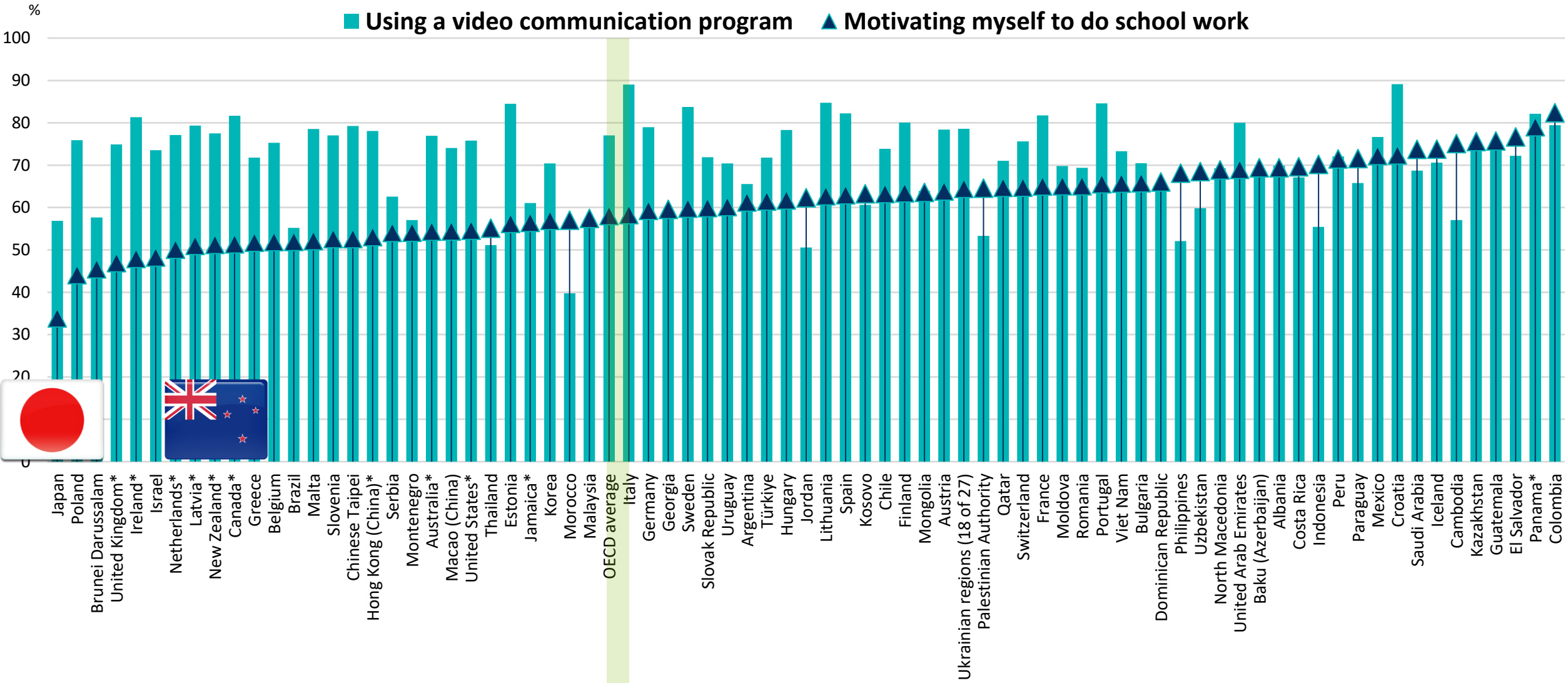
Based on students' reports; OECD average



Students' confidence in self-directed learning

Figure II.2.5

Percentage of students who reported feeling confident/very confident in taking the following actions if their school building closes again in the future



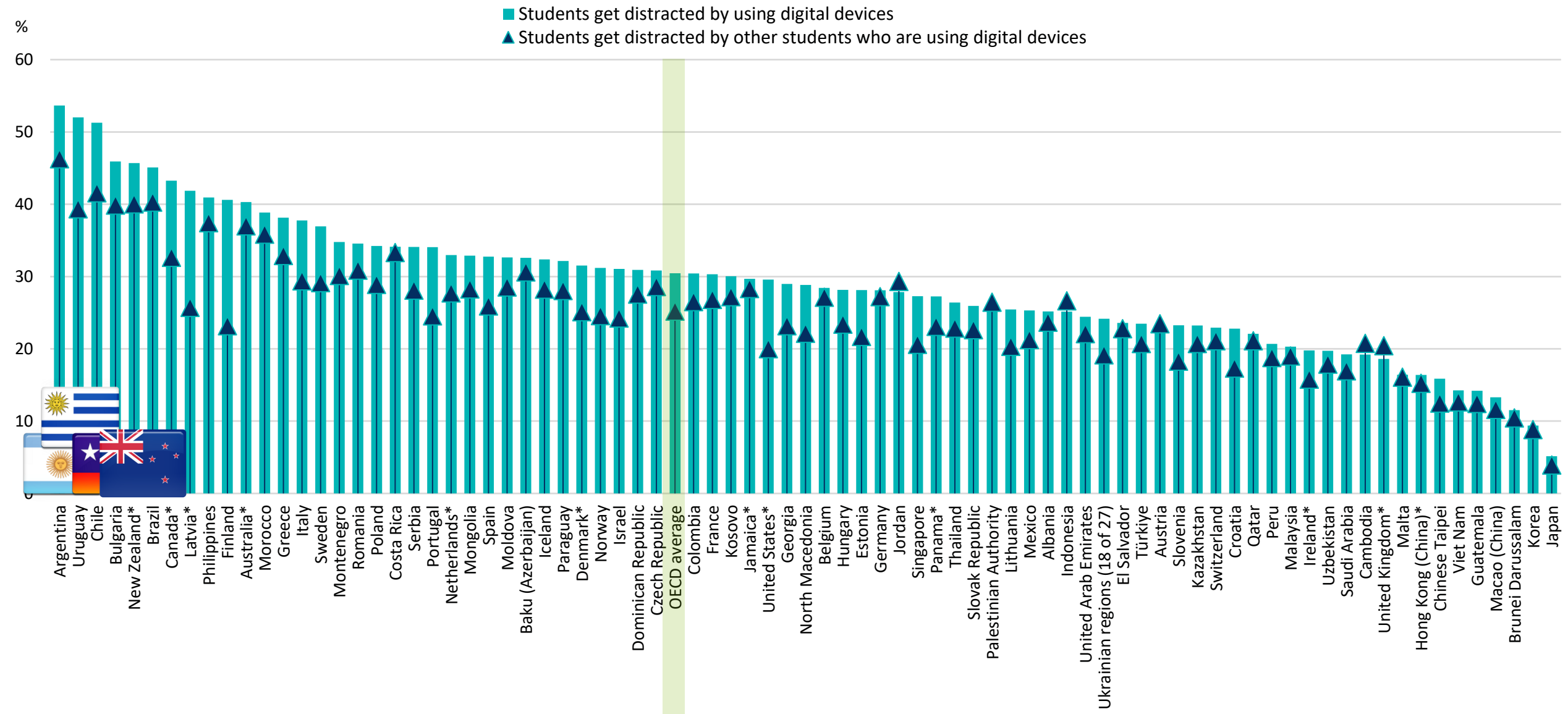
Digital distractions

How smart phones and tablets can impair learning

Distraction from digital devices in mathematics lessons

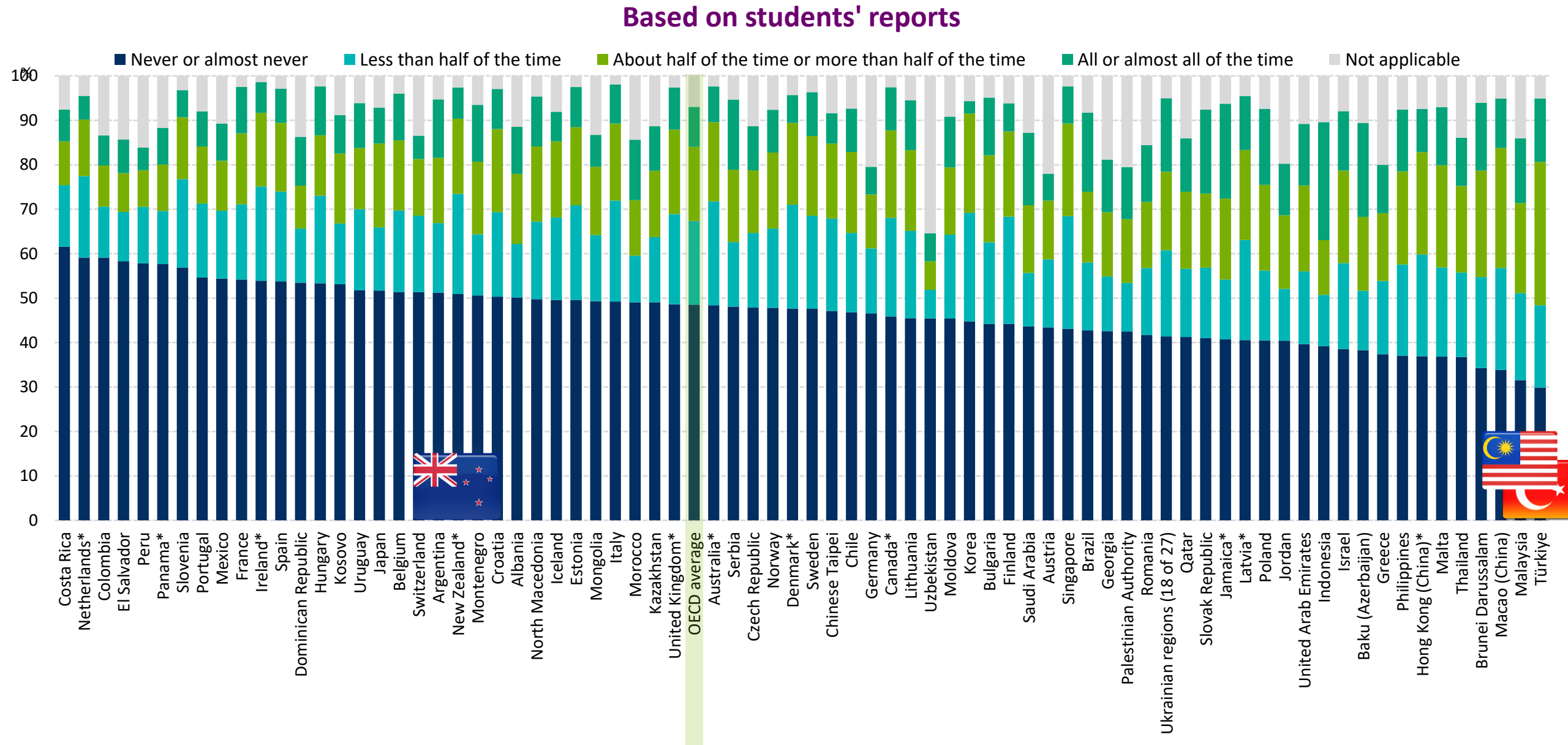
Figure II.3.4

Percentage of students who reported that the following happens in every or in most of their mathematics lessons



Feeling nervous/anxious when digital devices are not near

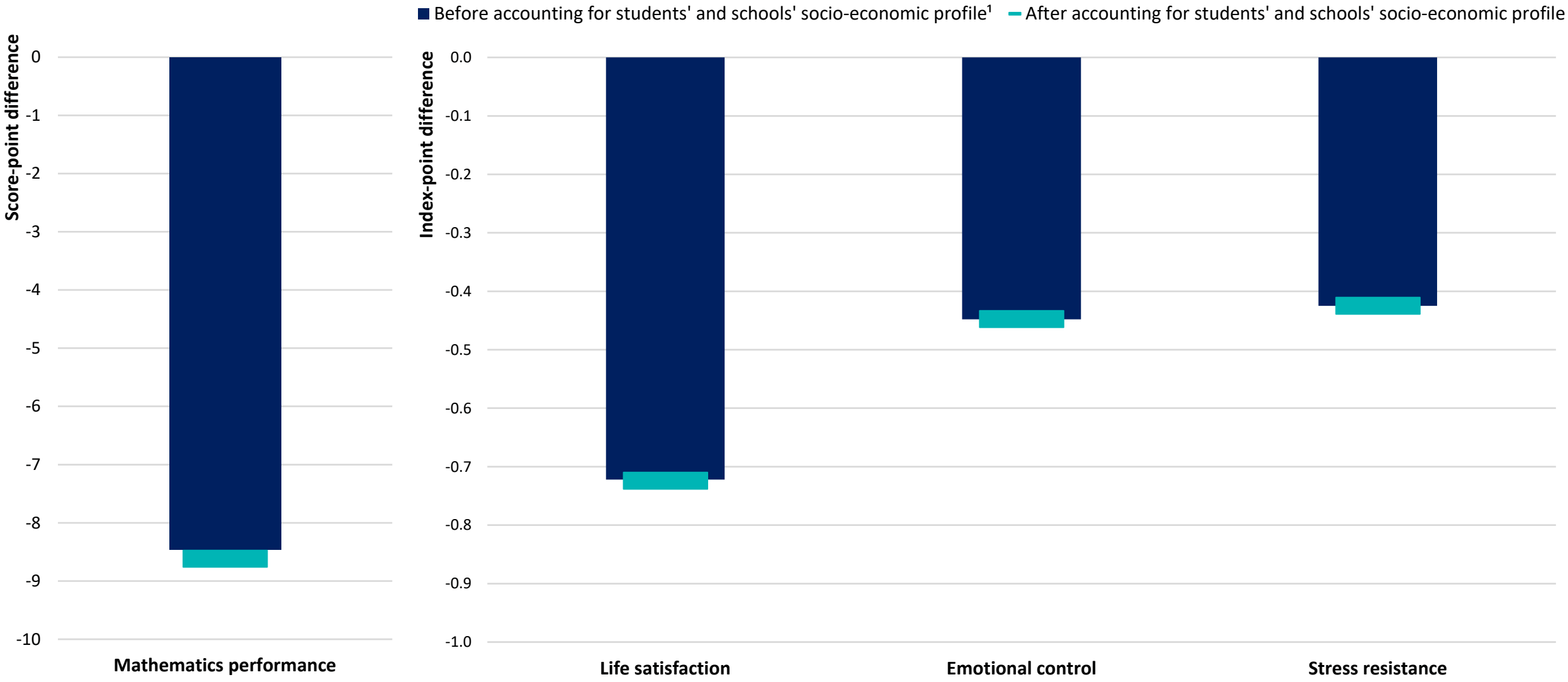
Figure II.5.16



Outcomes of feeling nervous/anxious when digital devices are not near

Figure II.5.17

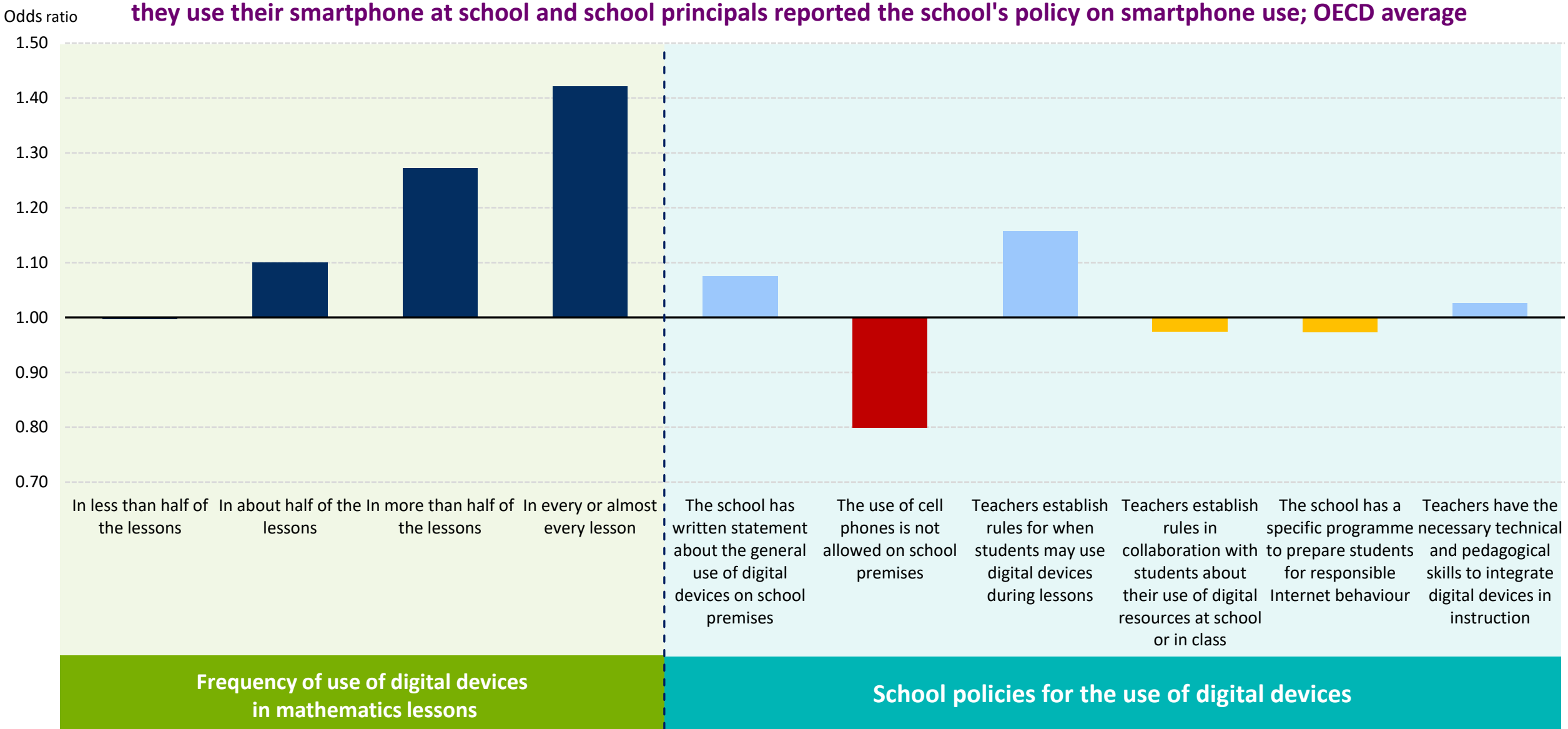
Based on students' reports; OECD average



Digital devices, distraction and school policies

Figure II.5.9

Change in the likelihood of students becoming distracted by using digital devices in mathematics lessons when students reported that they use their smartphone at school and school principals reported the school's policy on smartphone use; OECD average



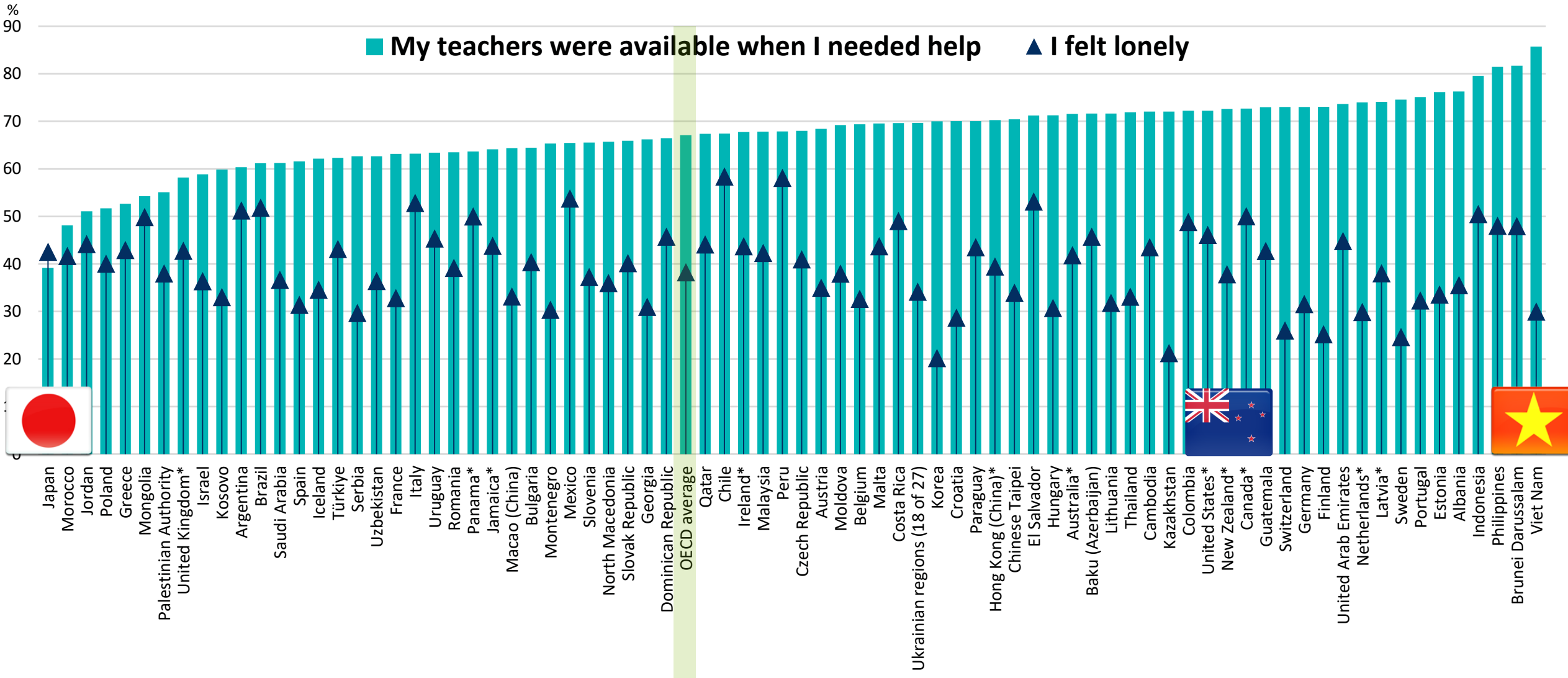
Teachers and teaching

Are some students being let down?

Teacher support

Figure II.2.10

Percentage of students who agreed or strongly agreed with the following statements about the time when their school building was closed because of COVID-19; based on students' reports

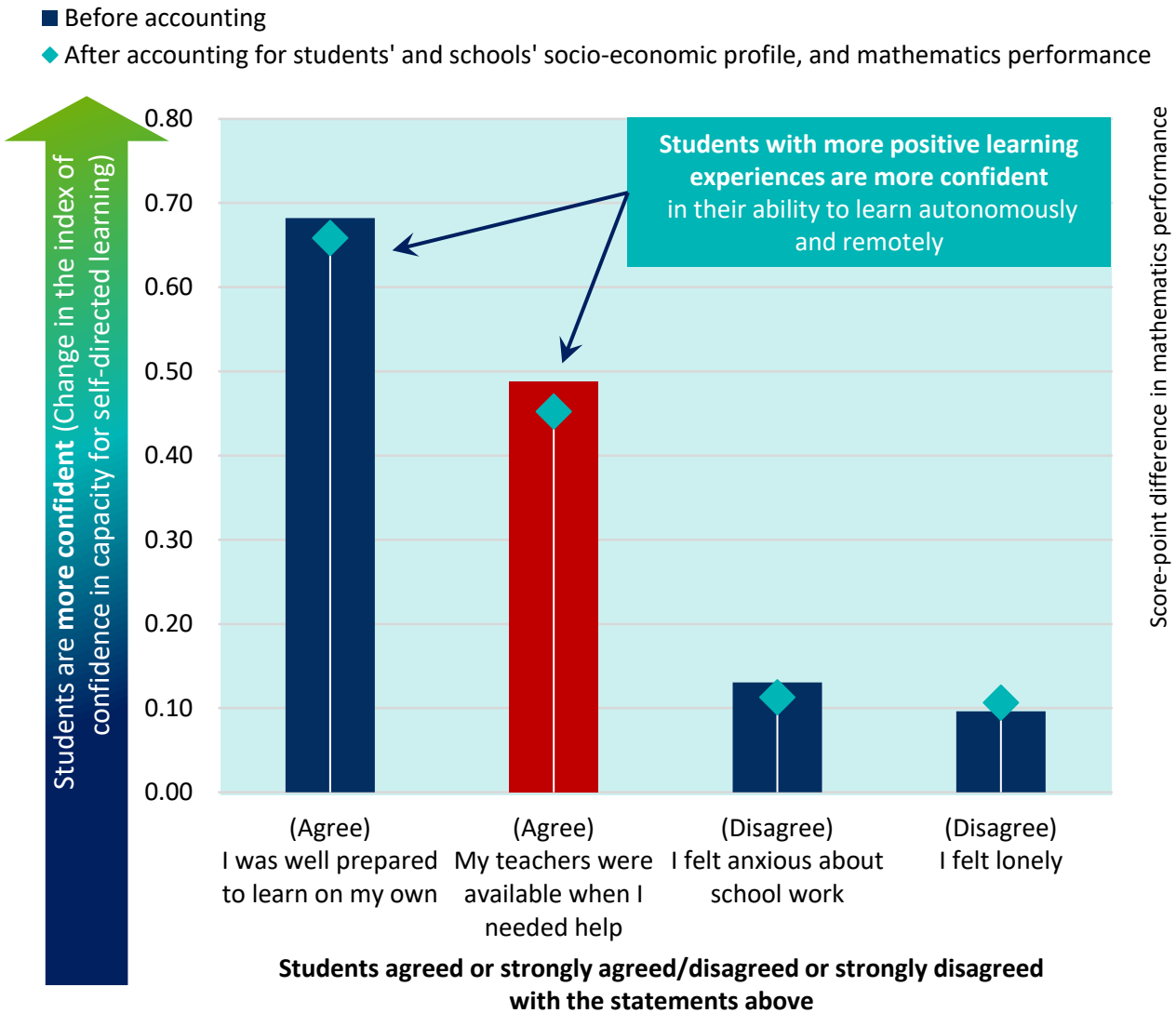


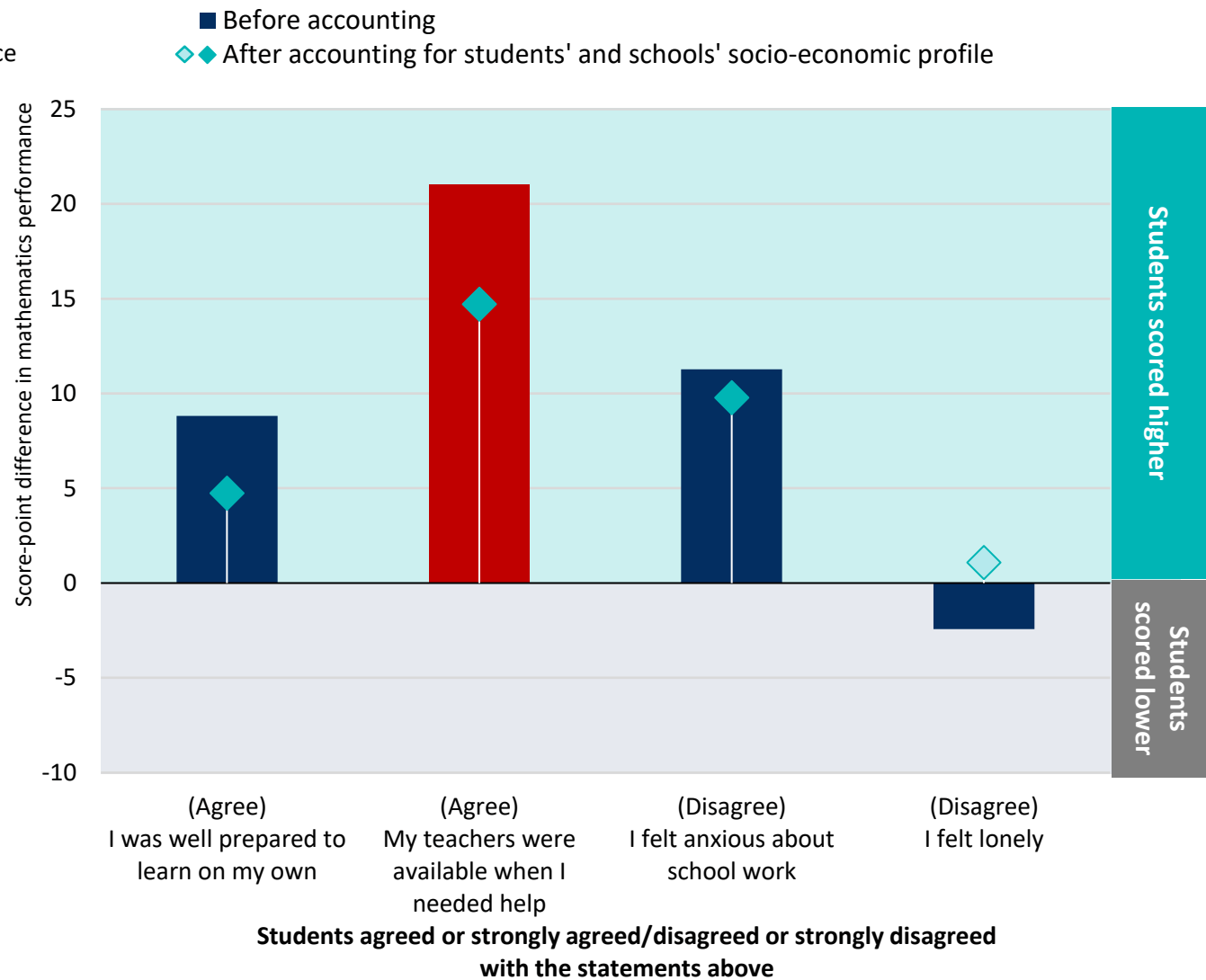
Students learn best from teachers they love

Remote learning, mathematics performance and confidence in self-directed learning

Figure II.2.12

Change in the index of confidence in students' capacity for self-directed learning/in mathematics performance, when students agreed or disagreed with the following statements about the time when their school building was closed because of COVID-19; OECD average

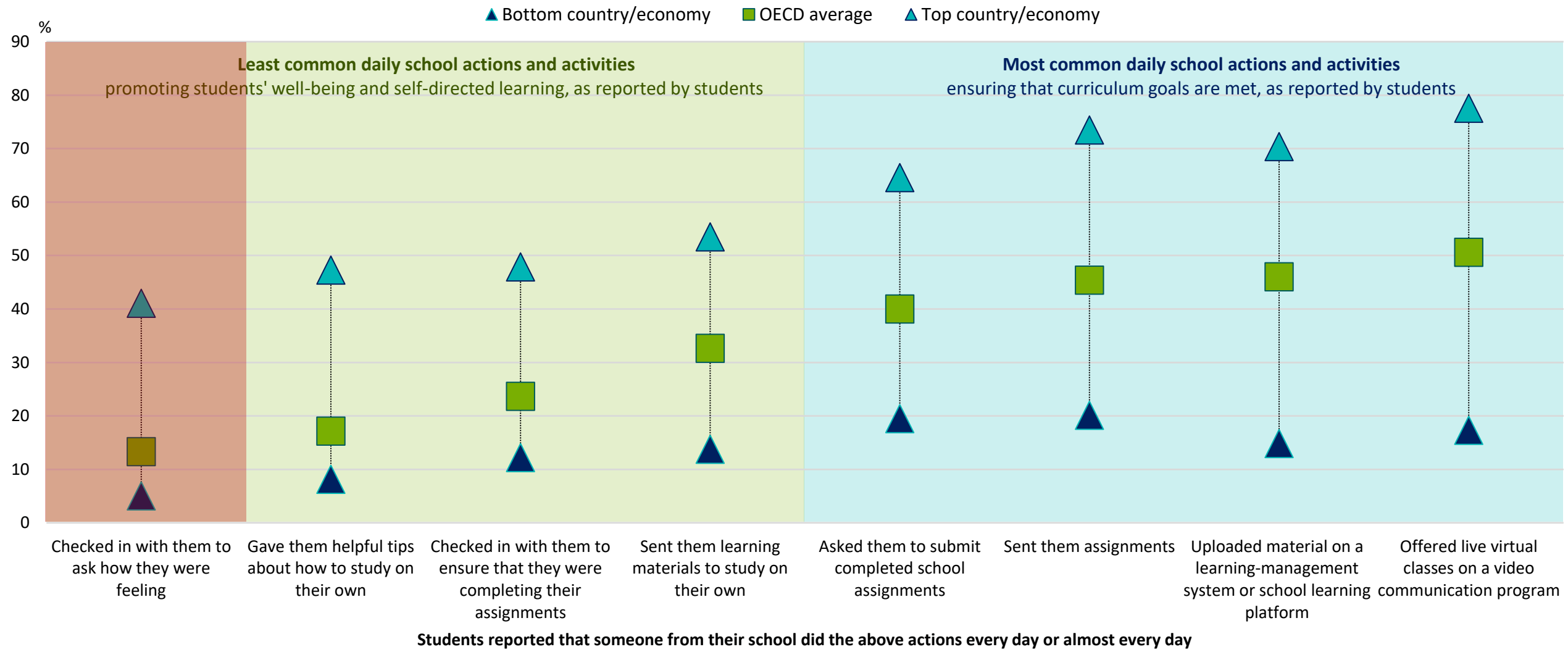




School actions and activities to maintain learning and well-being

Figure II.2.16

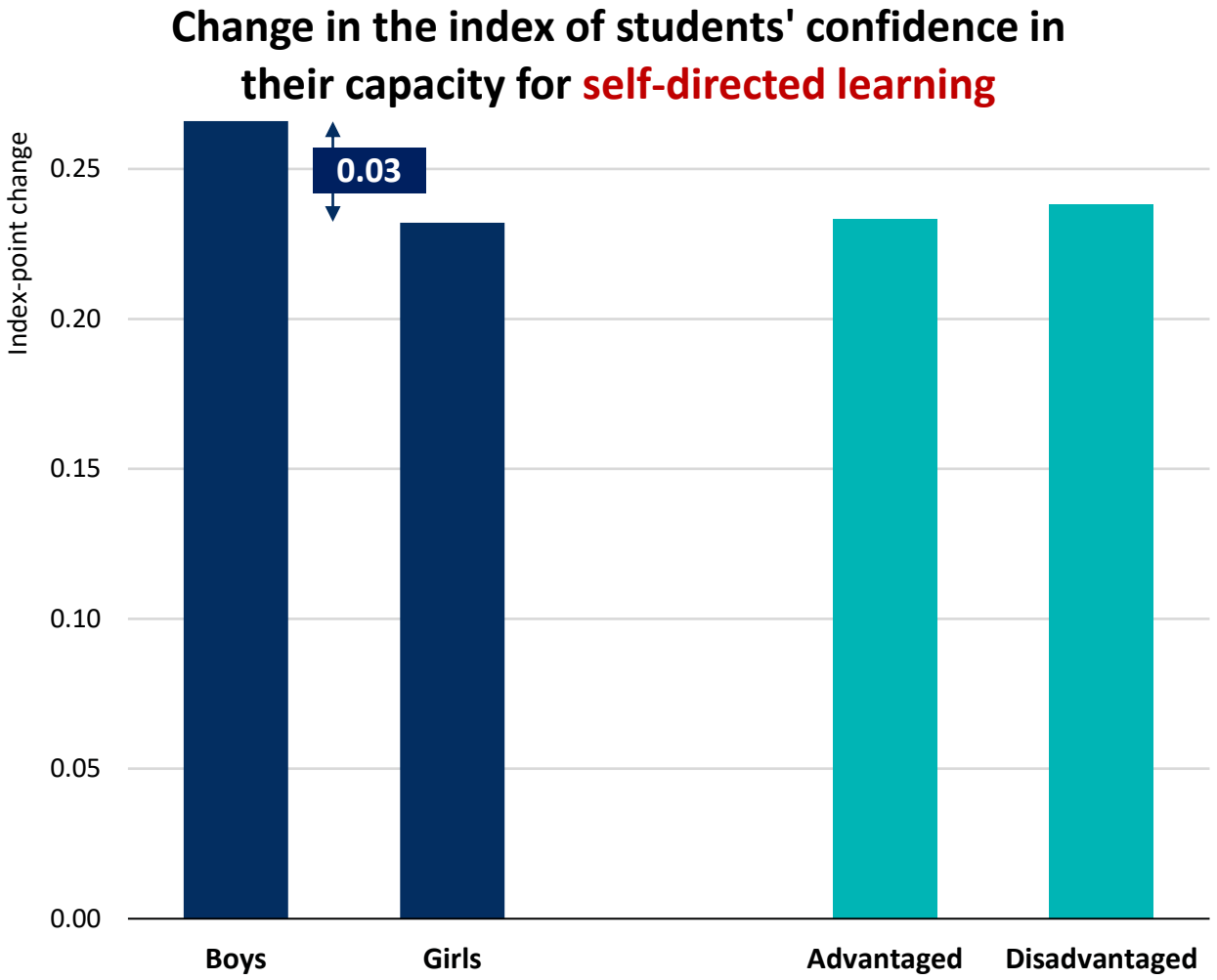
Percentage of students who reported that someone from their school did the following actions every day daily when their school building was closed because of COVID-19; OECD average

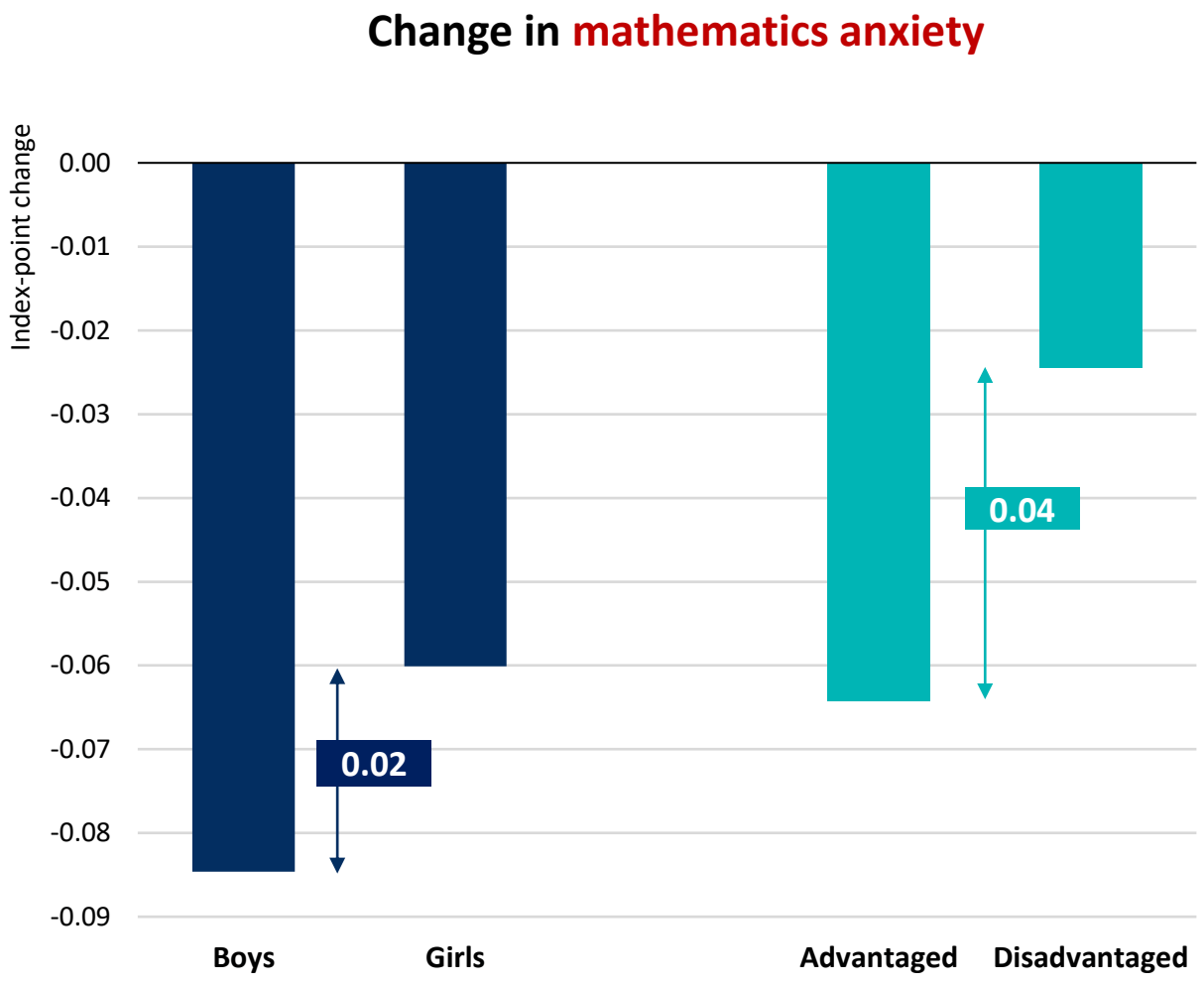


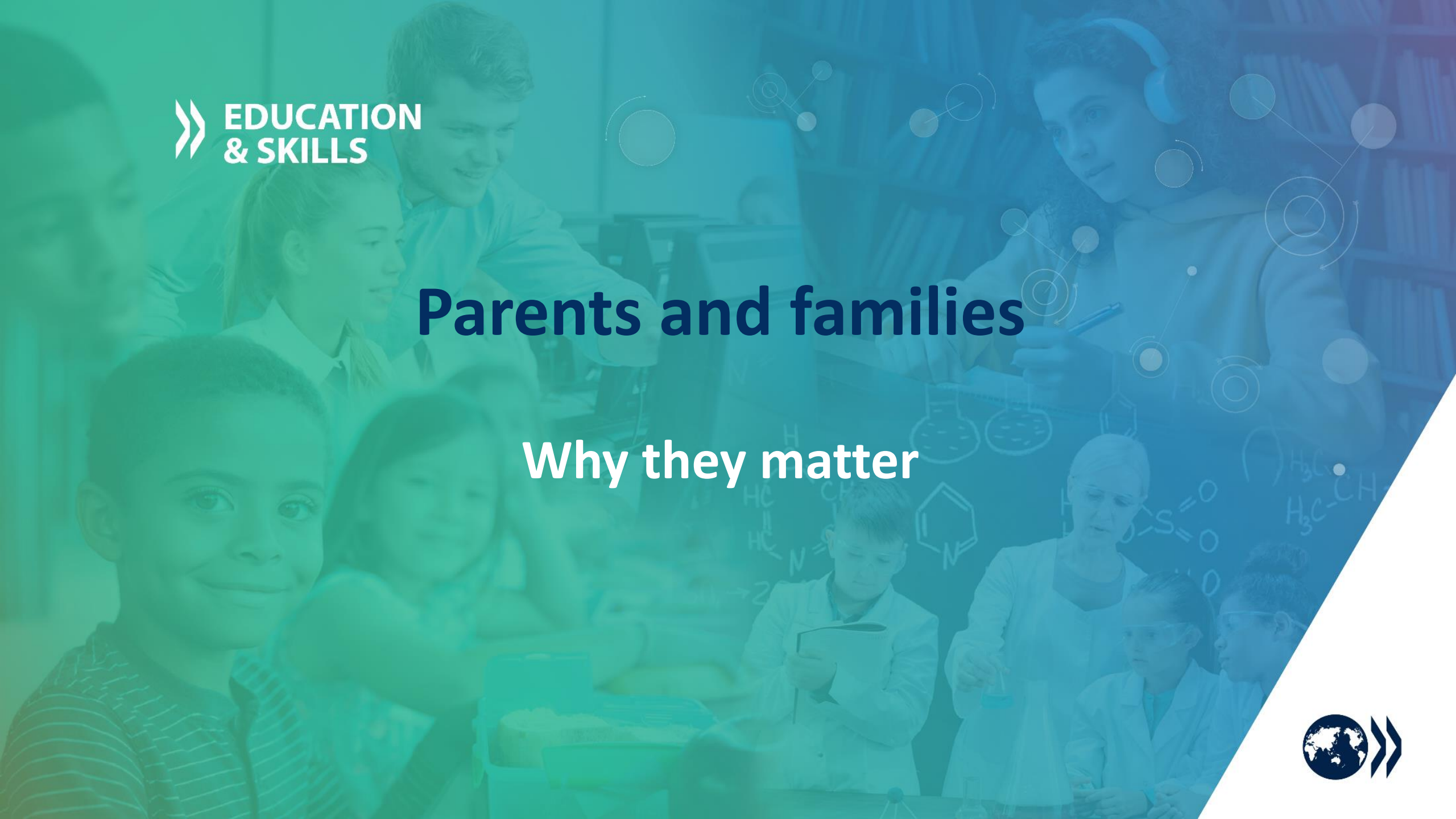
School actions to maintain learning and selected student outcomes

Figure II.2.18

Change associated with a one-unit increase in the index of school actions and activities to maintain learning; OECD average







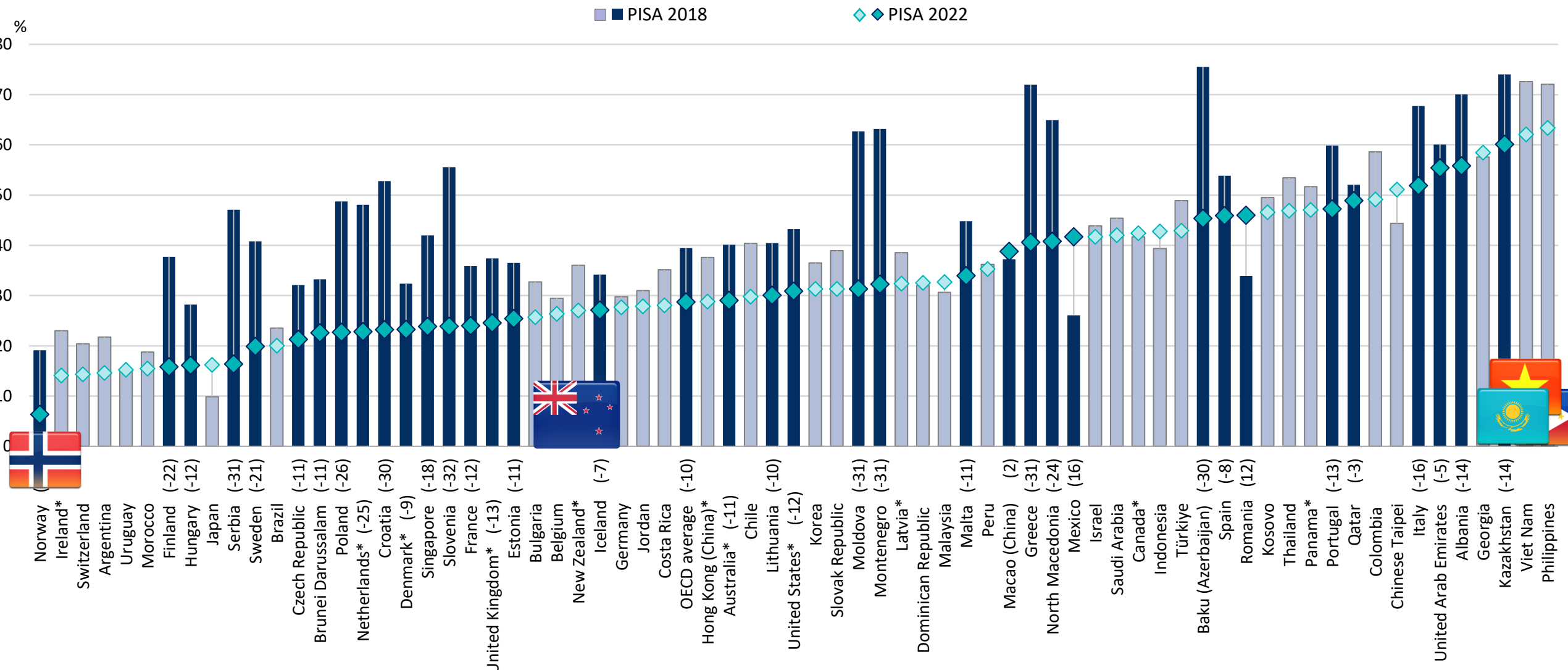
Parents and families

Why they matter

Parents-initiated talks about students' progress

Figure II.3.15

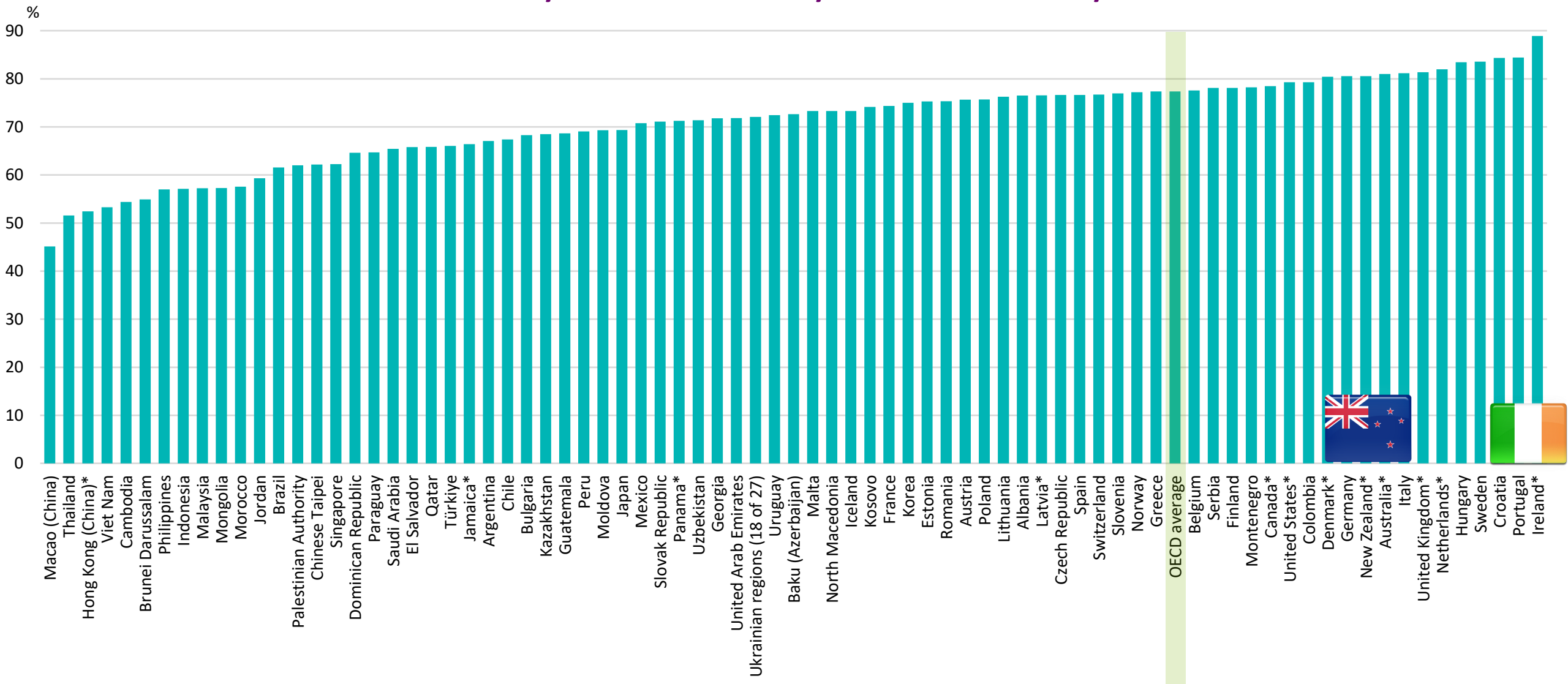
Percentage of students in schools whose principal reported that at least 50% of students' parents are involved in discussing their child's progress with a teacher on their own initiative

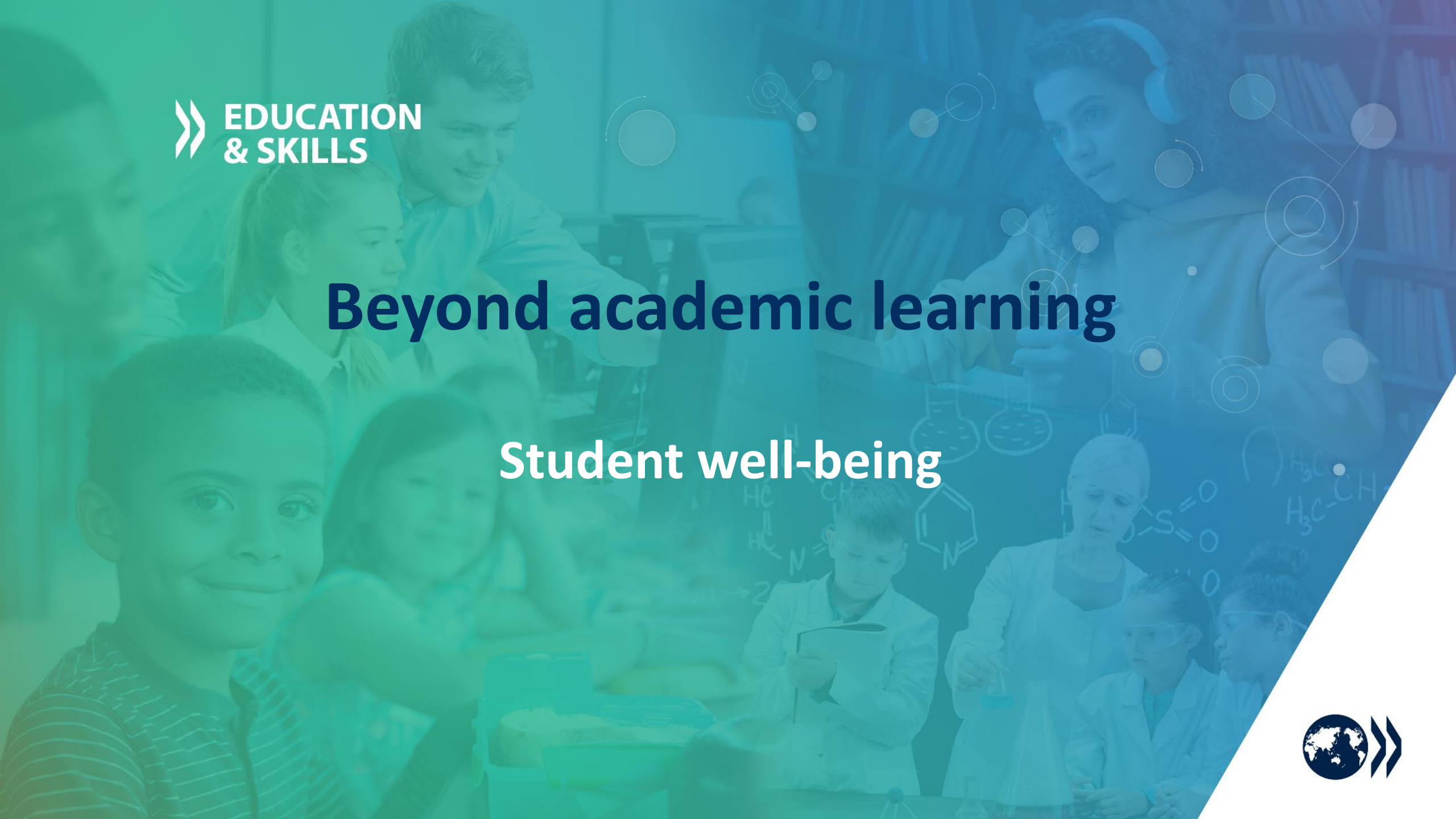


Percentage of students whose family regularly asks about school

Figure II.3.18

Percentage of students who reported that at least once a week or twice a week their parents or someone in their family asks them what they did in school that day





Beyond academic learning

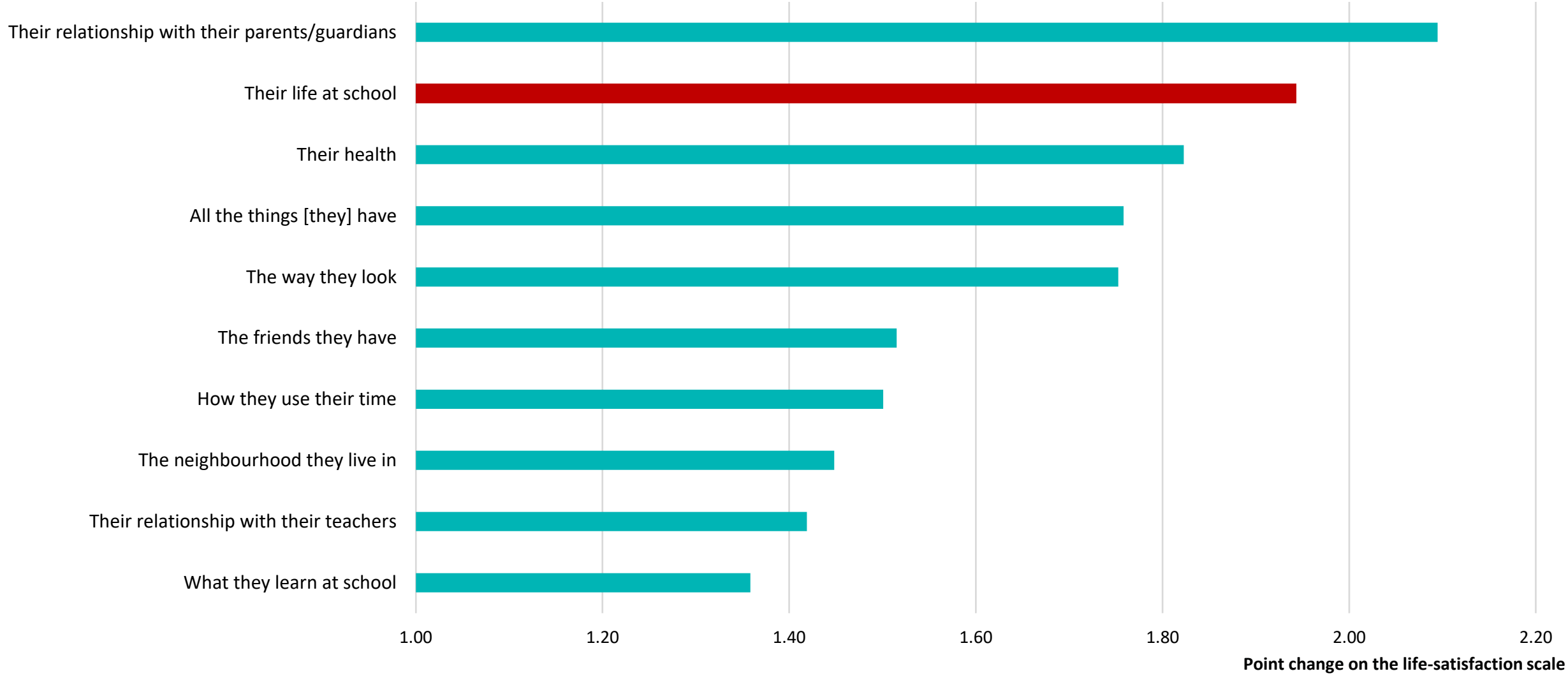
Student well-being

Life satisfaction and satisfaction with different aspects of life

Figure II.1.7

Average of countries/economies with available data

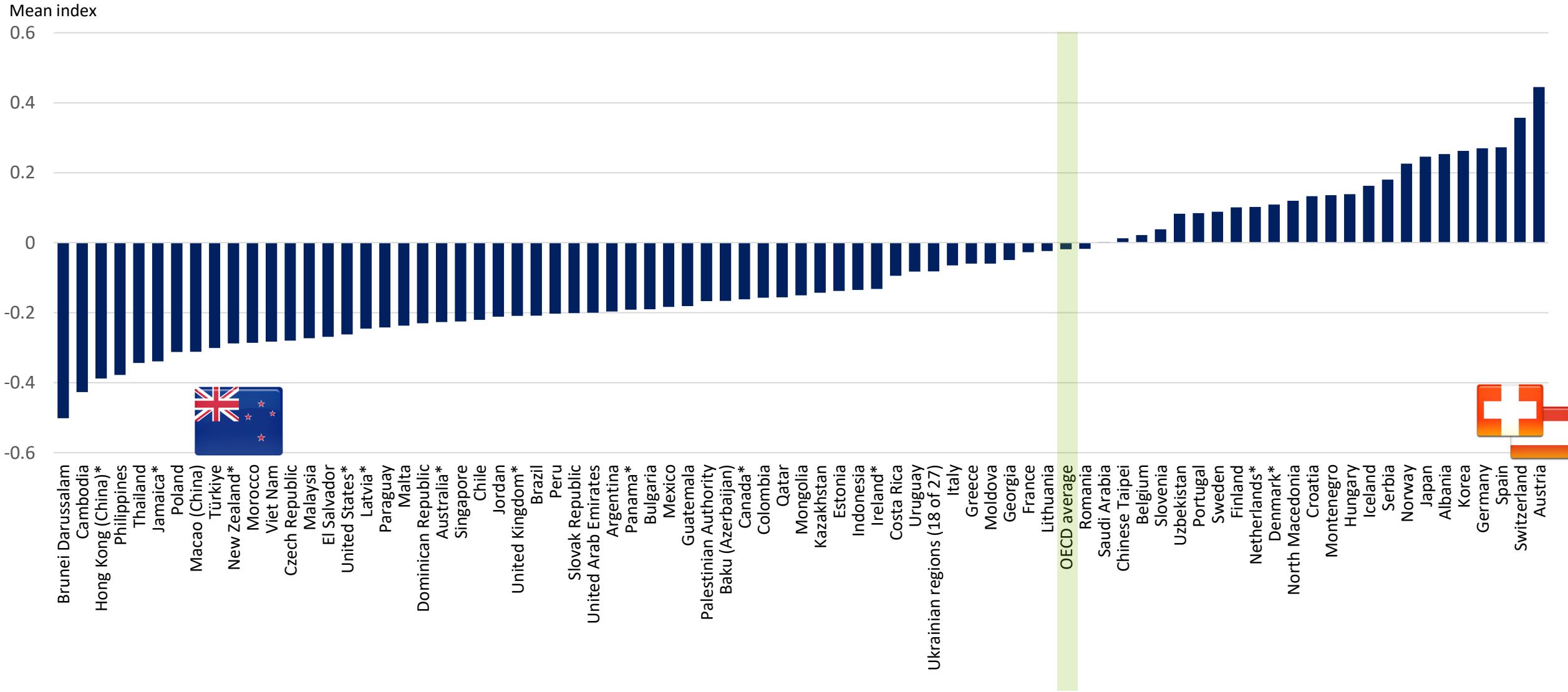
Change in life satisfaction when students reported that they are satisfied or totally satisfied with the following:



Students' sense of belonging at school, across all countries and economies

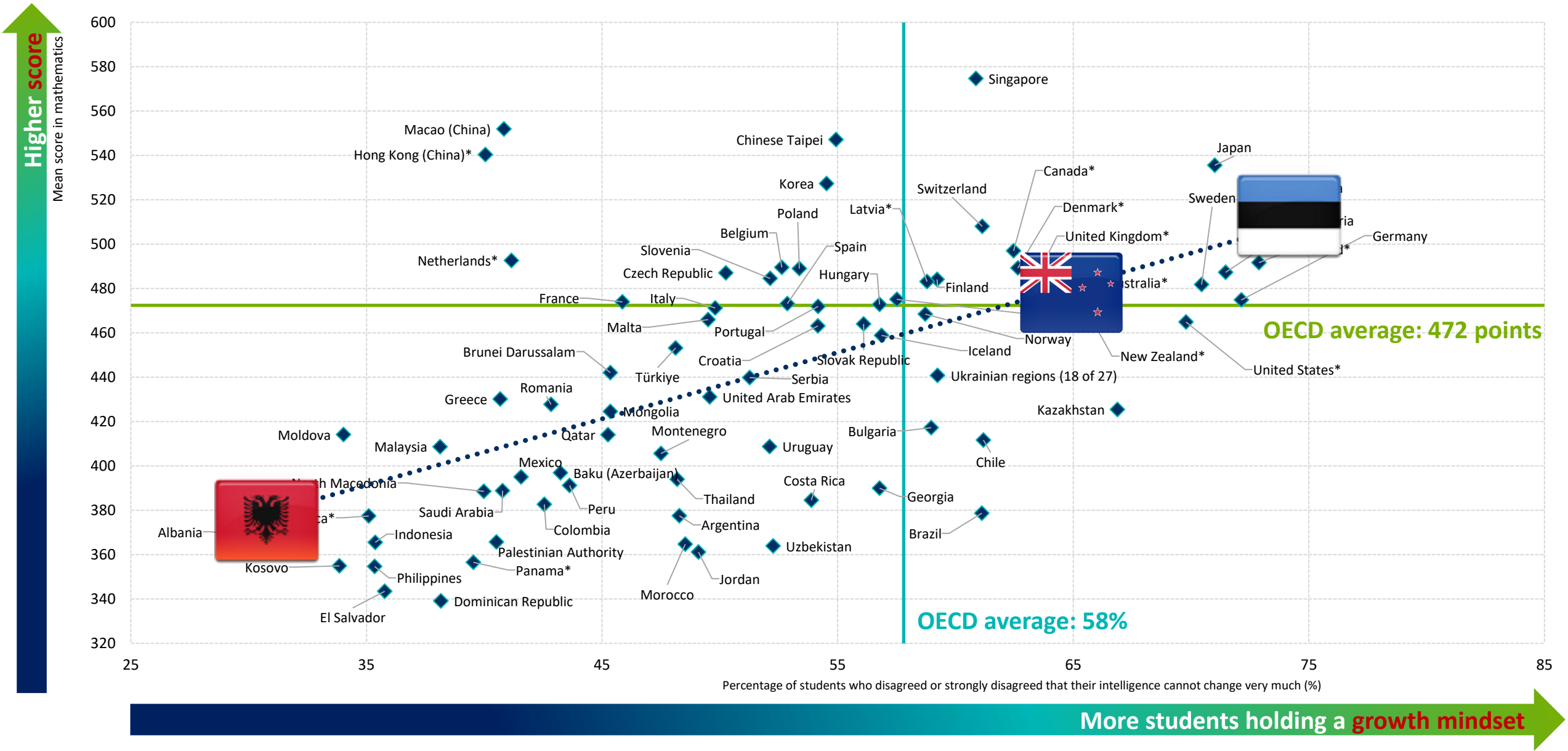
Table II.B1.1.1

Based on students' reports



Growth mindset
and mathematics performance

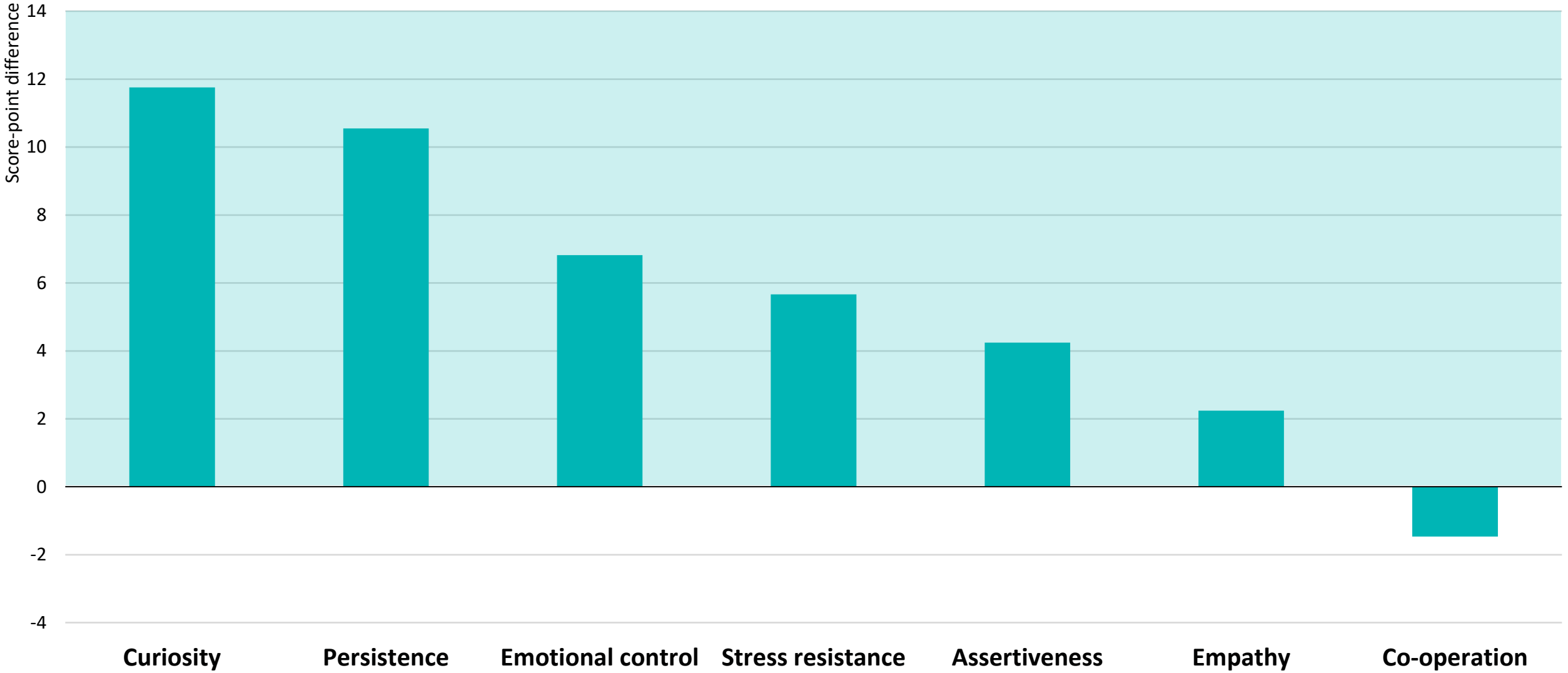
Table I.B1.2.1 &
Table I.B1.2.16

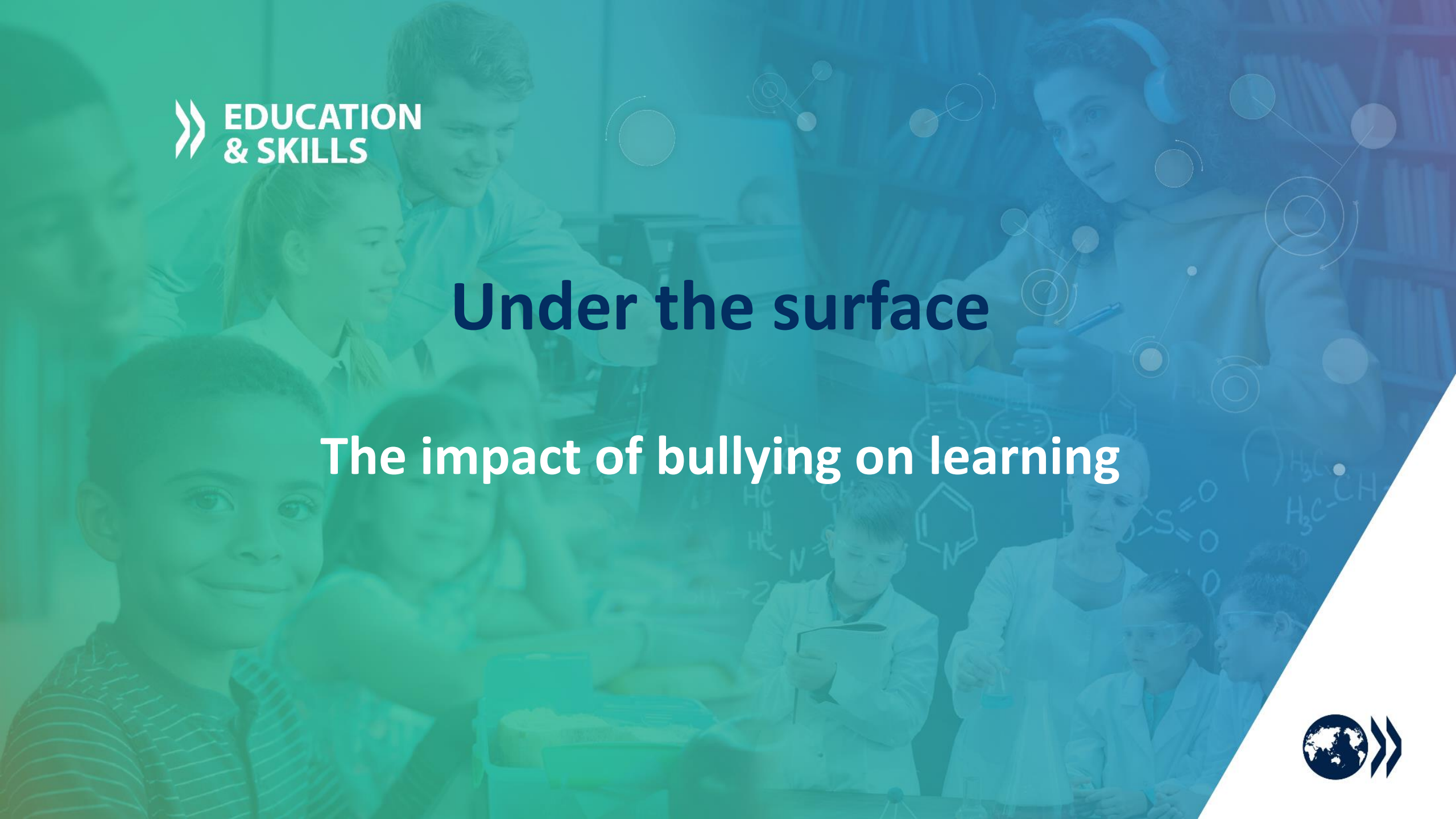


Social and emotional skills, and mathematics performance

Figure II.2.6

Change in mathematics performance associated with a one-unit increase in the following indices; OECD average





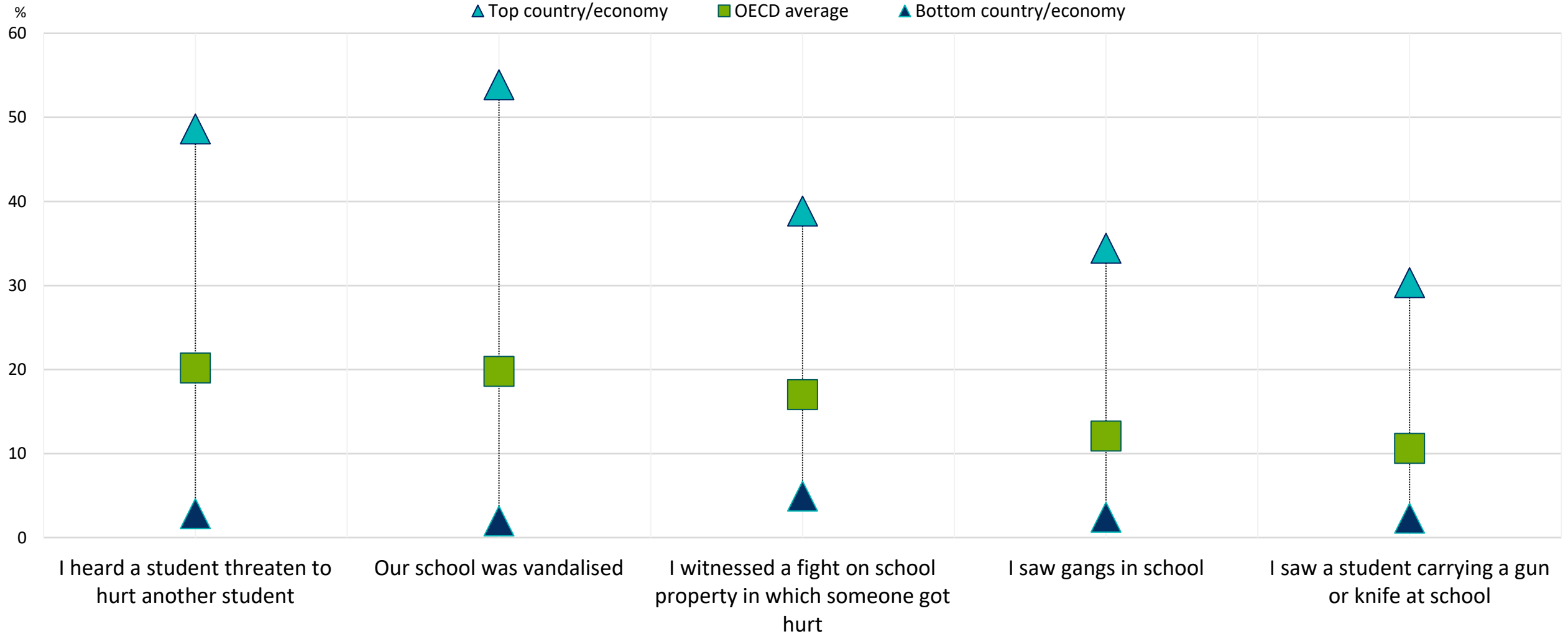
Under the surface

The impact of bullying on learning

School safety risks

Figure II.3.8

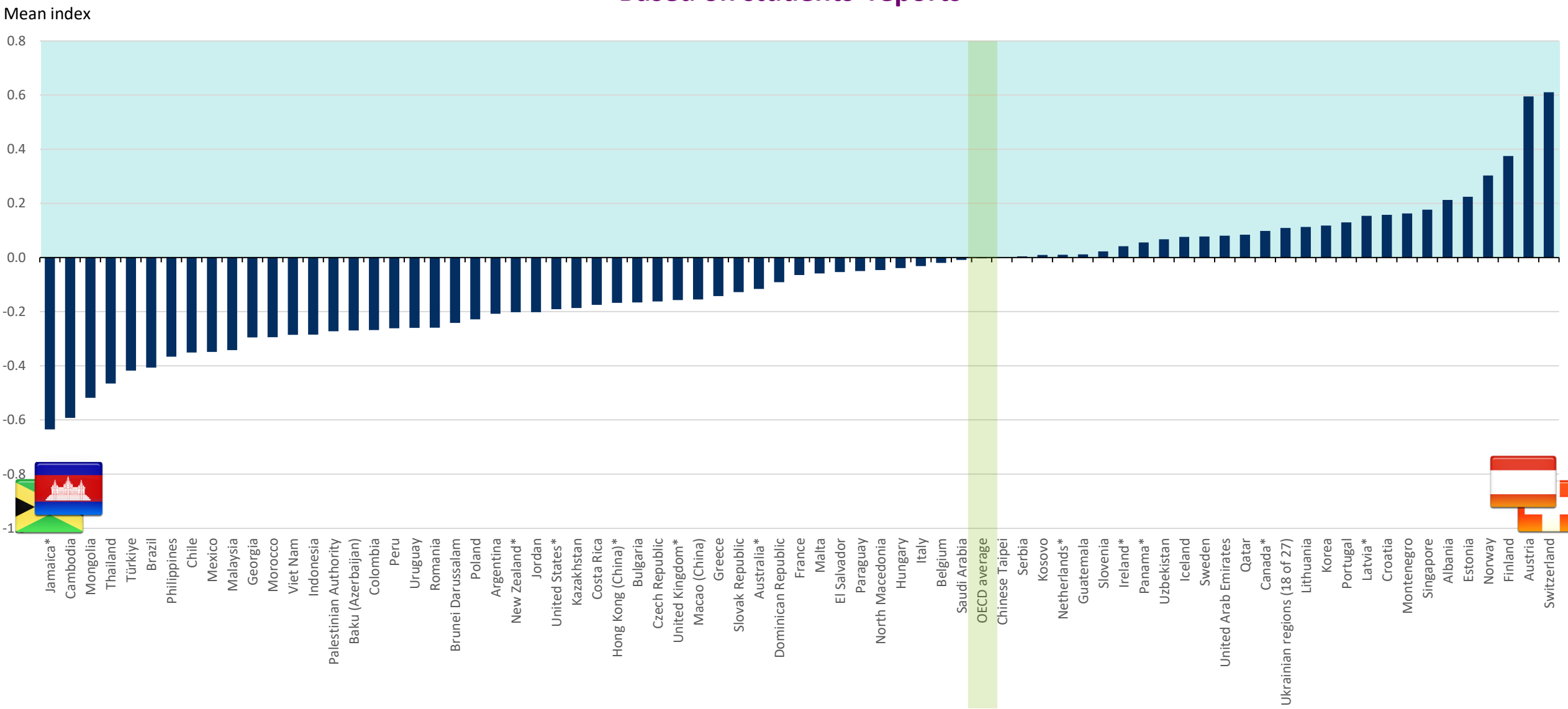
Percentage of students who reported that the following happened at school during the four weeks prior to the PISA assessment; OECD average



Feeling safe

Figure II.3.9

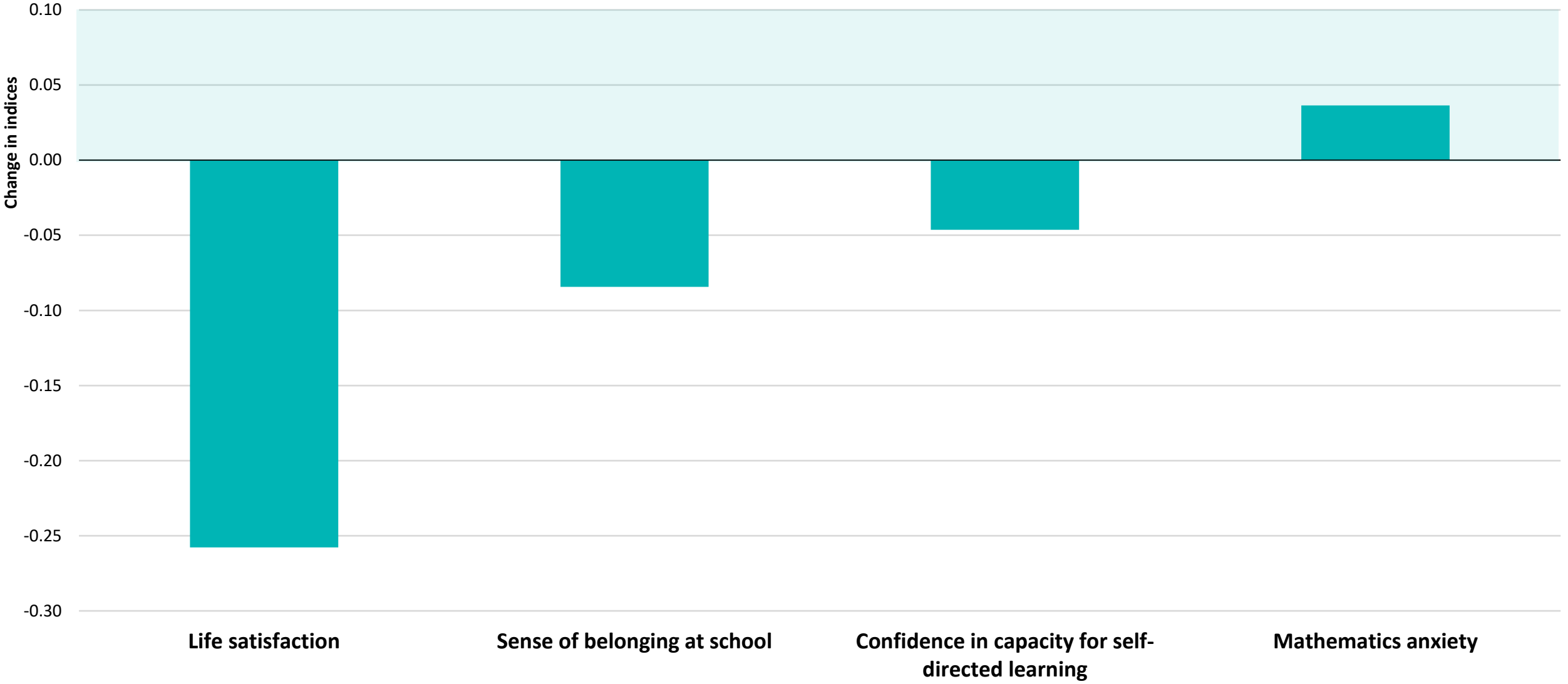
Based on students' reports



School safety risks and student well-being

Figure II.3.6

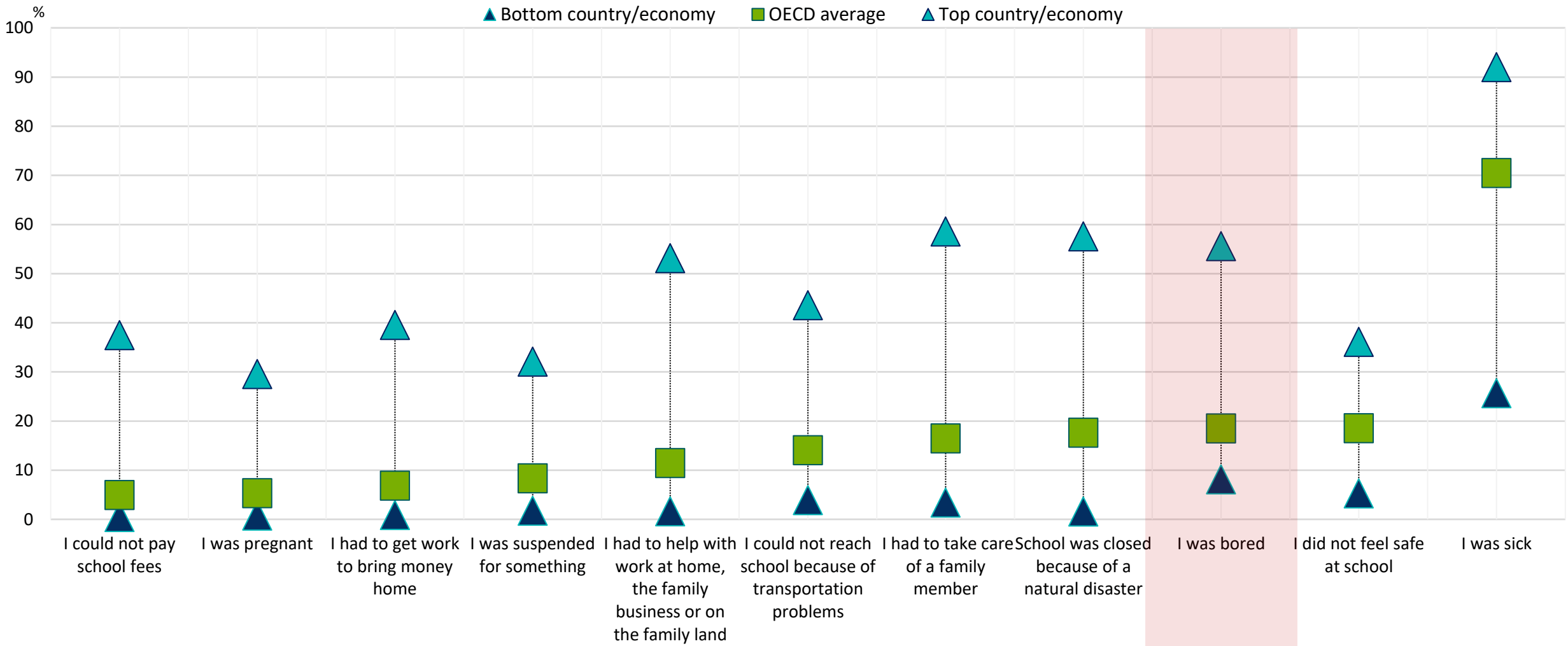
Change in the following indices per one-unit increase in the index of school safety risks; OECD average



Reasons for long-term absenteeism

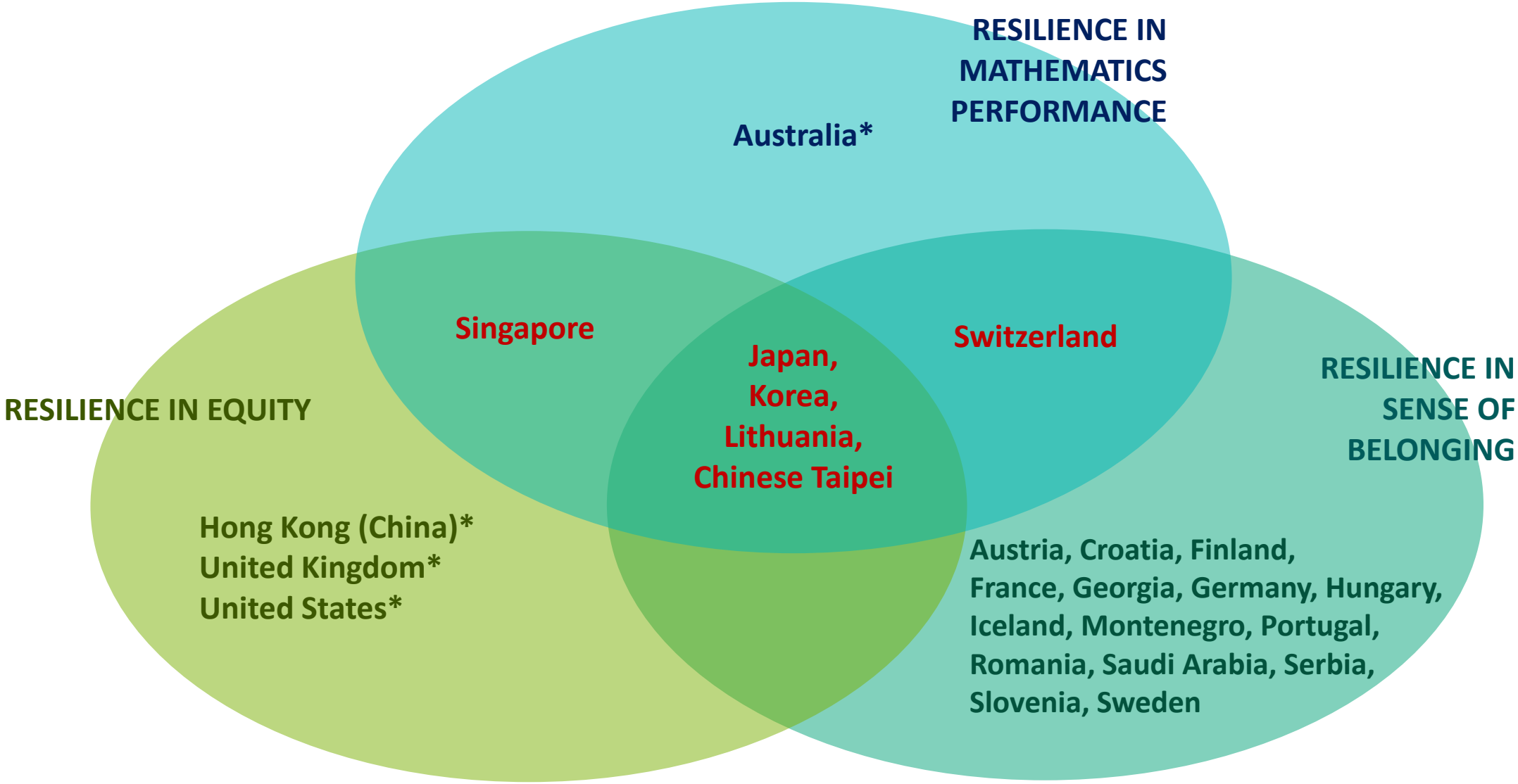
Figure II.3.13

Percentage of students who reported the following reasons for having missed school for more than three consecutive months



Resilient education systems

Figure II.1.1



Some lessons from the pandemic

- Keep schools open longer for more students
- Prepare students for self-directed learning / teacher support
- Strengthen foundations for learning and well-being / safety and sense of belonging
- Limit digital distractions
- Strengthen partnerships with families and parents' involvement in student learning
- Delay institutional stratification
- Align staff and material with needs
- Make schools hubs for social interaction
- Combine school autonomy with quality assurance

EDUCATION & SKILLS

Find out more about our work at www.oecd.org/pisa

PISA main reports

PISA Country notes

Email: Andreas.Schleicher@OECD.org
X : SchleicherEDU
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PISA Data Explorer: www.oecd.org/pisa/data